This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

Hervey, Walter L.
Daily lesson plans : a teacher's manual
Stanford University Libraries
3 6105 04924 8938

DAILY LESSON PLANS

THE
HORACE MANN
READERS

HERVEY AND HIX

LONGMANS GREEN & CO.

SCHOOL OF EDUCATION
LIBRARY

TEXTBOOK
COLLECTION

STANFORD UNIVERSITY
LIBRARIES

The Horace Mann Readers

DAILY LESSON PLANS

A TEACHERS' MANUAL

BY

WALTER L. HERVEY, PH.D.

MEMBER OF THE BOARD OF EXAMINERS, DEPARTMENT OF EDUCATION, NEW YORK CITY, FORMERLY PRESIDENT OF TEACHERS COLLEGE

AND

MELVIN HIX, B.S.

PRINCIPAL OF PUBLIC SCHOOL NO. 9, LONG ISLAND CITY, NEW YORK CITY

AUTHOR OF "ONCE UPON A TIME STORIES," "A BRIEF OUTLINE OF BOOKS I HAVE READ," "APPROVED SELECTIONS," ETC.

DEPARTMENT OF EDUCATION
RECEIVED
NOV 15 1915
LELAND STANFORD JUNIOR UNIVERSITY

NEW YORK
LONGMANS, GREEN, AND CO.
FOURTH AVENUE & 30TH STREET
1913

588460

COPYRIGHT, 1912, BY
LONGMANS, GREEN, AND CO.

First Edition, August, 1912
Reprinted, September, 1913

THE · PLIMPTON · PRESS
[W · D · O]
NORWOOD · MASS · U · S · A

CONTENTS

	Page
FOREWORD	v

PART I—NOTES ON METHOD

METHODS OF TEACHING READING	
The Quest of a Good Method	xi
One-sided Methods	xii
Methods must be Supplementary	xiv
The Supreme Test of a Good Method	xvii
The Problem Method	xviii
TEACHING POINTS	
Ways of Approach	xx
Labeling	xxi
Incidental Reading	xxii
Reading by Position	xxiii
Silent Reading	xxiii
Reading from the Blackboard	xxiv
Blackboard Reviews	xxv
Dramatizing	xxv
Expression	xxv
Phrasing	xxvi
Organization	xxvii
"Let Thought Lead"	xxix
Context Reading	xxix
Hard Words	xxx
Habit and Drill	xxxii
DRILLS AND DEVICES FOR THOUGHT READING	
Silent Reading and Doing	xxxv
Silent Reading followed by Questions — by Story Telling — by Oral Reading	xxxvi
DEVICES FOR WORD DRILLS	
Word Cards — Boxing — The Ladder Drill	xxxvii
The Steps Drill — The Stepping Stones Drill — The Clock Drill — Taking the Fort — Catching Fish — The Basket Drill	xxxviii
The Box Drill — The Balloon Drill — Post Office	xxxix

Directions for Using Cards — Page
For Rapid Word Drill or Flash Reading xxxix
For Rapid Sentence Drills xxxix
Phonics
Ear Training xli
Enunciation xlii
Breaking Habits of Faulty Pronunciation xliii
Causes of Faulty Enunciation xliv
Retarding Forces in the Environment xlv
The Teacher's Study of Phonics xlvii
Table of Consonant Elements xlviii
Grouping xlviii
Words in Words xlix
Informal Phonics. xlix
Formal Phonics lii
Habit of Attack lv
Objections Answered lvi
English not so Unphonetic after all lvii
Adult-made Difficulties lviii
Psychological Argument lix
Diacritical Marks lxi
Spelling lxii
Phonogram Cards lxiii
Supplementary Reading lxiv
The Group System lxxii

PART II — DAILY LESSON PLANS — THE PRIMER

Introductory Lessons, I–VII 3
Lessons 1–78 19

PART III — DAILY LESSON PLANS — THE FIRST READER

Lessons 1–63 159
Phonic Elements 243

FOREWORD

THE teaching of primary reading is a highly complex and technical process. It involves many operations that must be carried on in due co-ordination. It should call into play the various levels of self-activity from the highest in constructive thinking to the lowest in habit, and in such a way that thought shall not usurp the place of habit nor habit the place of thought.

But this complex and technical process is as a rule carried on under difficulties: primary classes are usually very large; the demands upon the teachers are very great; the continuity of the work is often broken, through transfer, illness, resignation, or a score of other circumstances; the unity and economy which should be effected and maintained by supervision are, for a variety of reasons which need not be stated here, too often lacking. As a result of these conditions there has come to be a widespread, insistent, and increasing demand for definite and reliable teaching plans such as are presented in this Manual. And this demand has come not only from the teachers themselves, but from their principals and supervisors, and, notably, from those teachers and supervisors who believe most firmly in originality and adjustment and not at all in "cast iron" methods.

And so it has come about that the editors of the Horace Mann Readers, while holding with conviction to the principle that the self-activity of the teacher must be respected and developed, have prepared a set of daily lesson plans. And they have done this not as a mere concession to a demand, but with a growing conviction that there is a higher requirement than the self-activity of the teacher — and that is the self-activity of the children and the efficiency which results from its wise direction; and that such

efficiency will most surely be attained, not through the undirected or misdirected originality of unsupervised or ill-supervised teachers, but through the use of a definitely organized plan of work to be faithfully followed, at first implicitly, and then with such adjustments, modifications, and improvements as the teacher's enlightened originality may suggest. For most teachers, and indeed for people generally, originality is a modified imitation; and the best way to be original is not to start from nothing, but to stand on the shoulders of another's plan.

The Manual consists of three parts. Part I contains a brief statement of principles, a running comment on methods of teaching reading, and a summary of suggestions for phonic work and drill, together with cautions derived from a somewhat wide experience. Part II contains daily lesson plans for the first half year to accompany the *Horace Mann Primer*. Part III contains similar plans for the second half year to accompany the *Horace Mann First Reader*. These plans aim to tell the teacher just what to do — in word and thought development, dramatizing, blackboard work, silent and oral reading, ear training, enunciation, phonics, drills, and seat work. They are the product of actual successful classroom experience, in various schools, with various kinds of children. Some of the suggestions are new and after testing have been found valuable. Particular attention is invited to the applications of the problem method, to the position taken with regard to habit formation, and to the entire treatment, both in theory and in practice, of the subject of phonics.

What the authors of this Manual have tried to do is to make a book of which a school superintendent or a school principal may say with confidence to his or her teachers: "This book will be useful to you. It is founded on sound educational principles. It deals with important problems in a constructive way. It is full of practical suggestions, — regarding blackboard lessons, stories, games, word lists, word problems, varied drills, exercises in ear training and in the curing of speech defects, — all of which have been woven together into lesson wholes and adapted to class-

room conditions. These lesson plans must have cost the editors a good deal of time and pains to prepare; they will save your time correspondingly. Follow the directions implicitly day by day. Then improve upon them wherever you can."

The reports from teachers using these plans are highly gratifying. The results attained have been remarkable both in amount and in quality. Not only have the children learned to read a considerable quantity of literature independently and with expression, but they have formed *habits of attack* that will be of use to them throughout their lives.

The sincere acknowledgments of the editors are due to the many teachers, principals, and school superintendents whose constructive criticisms and suggestions have been freely offered and as freely used. The editors are under peculiar obligation to certain principals and teachers whose original experiments and discoveries have been freely placed at the service of whoever uses this book.

In order to follow Parts II and III successfully, it is not necessary to have read Part I beforehand. Teachers may, therefore, begin at once with the Daily Lesson Plans, referring to the discussions in Part I from time to time for help in solving practical problems as they arise.

DAILY LESSON PLANS

PART I — NOTES ON METHOD

METHODS OF TEACHING READING

The Quest of a Good Method. The final best method of teaching reading has probably not been — probably never will be — found; but it is well worth searching for. The fact that "method" succeeds "method" so rapidly is evidence that current methods are not wholly satisfactory. A high authority of international reputation has gone so far as to assert that "there is no other subject in which the results have been so unsatisfactory as in reading, considering the amount of time devoted to it in school. . . . Tested by the power of their pupils as a whole to read well aloud, or to read well silently, the work of the schools has been a lamentable failure." (James L. Hughes in *Teaching to Read*, page vii.) The statement as it stands is doubtless extreme, but that it is at least founded on fact cannot be seriously questioned by anyone who has widely observed either the processes or the results in this field. It may be confidently asserted that no one can visit a large number of reading classes, or observe the graduates of our schools wrestling in unequal combat with passages of English presenting only ordinary difficulties, without feeling that our methods

and results in English teaching are, to say the least, not ideal, that there may, indeed, be room for improvement, and that, to tell the truth, there is a very considerable gap between that which is and that which might reasonably be demanded.

When results are at fault, there being no question as to the devotion or the enthusiasm of teachers and no choice but to take pupils as we find them, the only place to apply the remedy is in the methods of teaching. And that the remedy can be successfully applied at this point is attested by the very remarkable results which have been attained, with average teachers and with children of only mediocre ability, by the use of the methods laid down in this Manual.

One-sided Methods. Speaking of the prevalence of methods emphasizing a single idea, Professor Henry Suzzallo writes in the *Teachers' College Record* of March, 1911 (page 21): "In spite of the fact that the majority of elementary teachers keep reasonably sane on the problem of method in teaching, it must be admitted that a considerable proportion of teachers are inclined to be attracted by systems of method that greatly over-emphasize a single element of procedure." Professor Suzzallo is writing of arithmetic, and of such passing fads as the "Grube," the "ratio," and the "measuring" methods. But what he says is applicable with equal force to various current "methods" of teaching reading, many of which "greatly over-emphasize a single element of procedure."

With Professor Suzzallo we believe that "the one-method system of teaching will soon belong to the past,"

and that "*not one method but many are necessary, for methods are supplementary rather than competitive.*" The trouble with one-sided methods is that the over-working of any device or method, however good, means the *under-working* of some other device or method equally good. The children thus taught are apt to be weak in some particular where they should be strong, and to go "limping" through the grades. Examine the classes in any school and you are likely to find some "limping" children; examine the classes of some schools and you may find all the children "limping," and that in the same way.

For example, there are entire schools in which phonics are neglected and where the children fumble at new words as before so many closed doors, to which they have neither the keys nor the knowledge of how to apply keys if they had them.

There are other schools in which phonic work is cultivated at the expense of other kinds of work that are at least equally important. Here the children become wonderfully expert at calling words, but they are woefully lacking in expression and in the power to get the sense of what they are supposed to be reading.

In still other schools, methods that are good in the early stages are carried too far, with the result of retardation and arrest.

So true is it, indeed, that methods must be used not in competition, but in conjunction, that one might as well try to use the *right-leg* method in walking, or the *one-blade* method of cutting with the shears, or try to choose between the *body* method and the *spirit* method of living in the

world, as try to teach reading by any one-sided method whatever.

For reading is a two-sided affair, at the very least: it has to do with the forms of words and with the meanings behind the forms. So intimately involved are these elements that each helps the other, and neither can get along alone. Thought sharpens the intelligence, warms up the interest, and quickens the memory for form; the mastery of form gives free course to thought.

Methods must be Supplementary. A few examples will make this clear. Some of the most widely used methods of teaching reading greatly emphasize drill. Their chief aim is ready recognition. Their chief dependence is on repetition. What they seek is a comparatively low result, mere mechanical memory standing low in the list of mental powers. And though they do unquestionably attain what they seek, it is at a sacrifice of time and of power. Drill is undoubtedly important, but its true place is always a subordinate one. Any method whose main dependence is on drill is a one-sided method; not only that, but its over-emphasis is on the wrong side. (This topic is further treated in the section on Drill.)

Again, a very good method for the very beginning is that which is sometimes called the "jingle method." The children learn by heart a nursery rhyme, follow the words one by one on a chart and in a book, and thus learn them by position. This method obeys the maxims of "One difficulty at a time," "Step by step," and "Be independent." The words and the sense of the passage being familiar, the task of the pupil narrows down to

keeping the place, matching words, and, in case of doubt, referring to the original rhyme.

But this good method has its limits; the activities involved are relatively mechanical, they do not rise much higher than the plane of perception: they do not carry the children very far on the road toward independent and intelligent reading.

Another method of teaching to read places its chief dependence on the vitalizing power of thought. The words of the lesson are introduced in connection with a story, or an object, or a picture, or a game, or a dramatization, or some other activity, and so become vividly impressed and vitally assimilated as wholes — as "sight words."

Story telling, dramatization, conversation, and all other activities designed to give the reading lesson a background and a setting of experiences and interests are indispensable for the uses named. By such means the reading lesson is linked with life and all the processes in it are quickened into vitality.

But nothing has been more clearly established by experience than that the "sight word method" by itself is wasteful and ineffective. No story background, however vivid and real, can serve as the main means of teaching new words.

Experience has also proved that nothing is easier than to overdo the matter of story telling and objectification. The teacher is often more active in such exercises than the pupils: time spent in listening to a story or in playing a game is time not spent in reading; and if unnecessarily so

spent, it is time wasted. It often happens that the children do not need to be thus quickened for their work: they are already keen to read. What they get from their reading will be story enough for them. In such cases the word should be, "Go ahead." Give them work that they can do; let them feel the consciousness of power, of powers being developed by activity; let them do the work instead of making them passive (relatively passive) recipients; let them learn to read by *reading*. The result will be surprising to anyone who has not observed or tried both plans. These cautions relate, be it remembered, to the overdoing of this method; within proper limits and duly supplemented, it is of high importance.

Again, there is the phonic method. Here the words are regarded as being composed of phonic elements, each of which stands for a certain sound or group of sounds; the powers and sounds of these elements are taught, and at the same time the action of the organs of articulation is shown and practiced. Moreover, by this method words are grouped according to phonic laws, so that the law, once learned, can be applied to a multitude of cases and the process of learning to read greatly simplified.

What place may we justly assign to such phonic exercises in a complete method of teaching children to read? Clearly a limited place; for phonic exercises have nothing to do with the sense of what is read; they rather lead the attention for the time being away from the sense of the words and focus it upon their form. Obviously, then, phonic work must be supplementary to other work. It should always be subordinate to getting the thought.

Never should a reading lesson be constructed primarily on a phonic basis instead of primarily on a thought basis.

But within its proper limits phonic work has an absolutely indispensable function to perform. This function is nothing less than to give to each child a MASTER KEY wherewith to unlock for himself the thousand doors of the treasure house of reading. If this be true (and there are ample proofs), if there is a master key to independent reading, and if phonics is that key, it is of the utmost importance that the children be placed in possession of it. The system of phonics in this book has been carefully worked out and searchingly tested with this end in view. A description and discussion of the method as a whole will be found a few pages further on, and the detailed directions for its application day by day will be found in the *Daily Lesson Plans.*

The Supreme Test of a Good Method. Methods, we have seen, must be supplementary; but this does not mean that a complete and efficient method of teaching a given subject is a mere composite of useful devices. A complete, as distinguished from a partial, method of teaching a subject is an organized set of procedures adapted to an end and fully covering the ground. That which distinguishes a method in the true sense of the word from a mere collection of devices is the element of organization. Organization simply means that each process is adapted to its purpose, that all the processes work together, each in its own time and place, and that all together lead to the end in view. This end may always be stated in terms of

the self-activity of the pupil upon the subject in hand. Every method may and should be judged according to its success in exercising and developing the pupils' self-activity in ways appropriate to the subject. The law of self-activity is fundamental in all mental life and it is fundamental in teaching. No method of teaching that does not fully provide for its exercise can be a highly effective method. This is a supreme and universal test. As Inspector Hughes remarks (*Teaching to Read*, page 29): "The teacher can find no other test to decide the real value of her teaching in any subject that is so simple and so definitely accurate as the question, Am I allowing my pupils the fullest opportunities for independent activity, which is the only real self-activity? . . . Every time a teacher finds a way to reach a definite result by less work on her part and more vital work on the part of the pupils she has taken a step in the path of true progress. The child's real growth must be the result of self-activity, his independent effort to solve his own problems." With self-activity as an organizing principle, no method, however numerous and varied its processes, can be called merely eclectic.

The Problem Method. Among all the varied processes set forth in the *Daily Lesson Plans* there is not one which is not intended to meet the test just referred to; viz., that of exercising the pupils' self-activity in ways appropriate to the subject of reading. There is one process or "method" which, it is believed, does this in a pre-eminent degree. It has been called the Problem Method.

The Problem Method is the typical application of the

law of self-activity in teaching. It can be used with any of the so-called "methods" and is applicable to every subject, to reading as well as to arithmetic. It consists simply in treating that which is to be learned as a problem to be solved. Suppose, for example, a new word is to be met with in the reading lesson. Several courses are open to the teacher: to tell the word outright; to tell it in connection with a story; or not to tell it at all, but to set it (or let the children find it) as a problem, the teacher merely providing materials to work with and letting the children find out what it is for themselves. The last-named way often gives the best results. It is a commonplace of teaching that what we learn ourselves is better learned than what we are merely told: motivation is stronger, interest keener, memory more active, the power of independent attack on future problems more highly developed.

But just as there are lower and higher forms of self-activity, so there are higher problems and lower problems. A phonogram displayed on a card is a problem no less than a problem of the form, "If this word is *chick* and this word is *deer*, what is this [*cheer*]?" The one is a problem in *recognition*, the other a problem in *construction;* the latter involving the higher form of self-activity. It is a universal principle that the higher the form of self-activity involved, the more educative the exercise. Hence problems should so far as possible be constructive problems rather than recognition problems. It is for this reason that in this Manual problems are largely of the constructive sort.

TEACHING POINTS

Ways of Approach. For purposes of motivation, interest, and knowledge there is no single best way of approaching a reading lesson. The way of approach should be adapted to the character of the lesson and the needs of the class. The resourceful teacher will have many ways at command and will know which will suit the case in hand. Sometimes it will be best to tell a *story* introducing the characters and the vocabulary of the reading lesson; often the story may be very short, a mere sketch, or perhaps only a reference to a story already familiar. Sometimes the reading lesson will grow naturally out of some *activity* in which the children have been engaged — singing, gymnastic exercises, games, dramatizing, constructive work. Sometimes it may be based on a *rhyme*, either one already familiar or one learned for the occasion. Often the study of a *picture* will be the best introduction to the reading of the text. And there are plenty of lessons in which the thought and the language are of such a nature that the best way to begin to read is *to begin*, without any previous special preparation; in such cases it would be wasteful to spend time in elaborate story telling or in any other activity except reading.

The essential points to make sure of in choosing and using these ways are these:

See that the children have sufficient motivation; that they know the words beforehand, at least reasonably well; that the lesson is rooted in their experience and is related

to their interests; and at the same time that the preparation does not "give away" too much of the lesson, but rather quickens curiosity regarding it, so that the reading may be "reading to learn" and not mere "learning to read."

The various ways of accomplishing this result are illustrated and full directions are given in the *Daily Lesson Plans.*

Labeling. In the early stages of the work one of the most useful devices is that of labeling. The labeled object or picture should be placed in some part of the room where it will be sure to attract the attention of every child. This should be done while the children are out of the room. The reason for this is that it will arouse the child's curiosity and attract his attention so that each time he enters the room he will be looking about for some new object with its label. In order to maintain this interest the labeled objects or pictures should be placed at irregular intervals of time. Once or twice at first the teacher should call attention to the objects or pictures and their labels. After that, nothing should be said about them, unless the children take the initiative, until they have been upon the walls two or three days.

The teacher then should take a brief period, call attention to those which are then displayed, and hold a short conversation or lesson upon them. At the next convenient opportunity, when the children are out of the room, the objects or pictures should be removed, leaving the labels in position. These should again be gone over in a short lesson. Next, those which have become fixed in the

minds of the children should be placed in some other part of the room, the object being to break up merely local associations.

After it is found that these words have been fixed in the minds of the children, they should be taken down and included among those used in the rapid word drill and in sentence making.

This device, if properly used, is very effective in producing the proper association between the word and the object. Also, it is a time-saving device. It is of course applicable chiefly to nouns, but it may also sometimes be used with verbs and adjectives; for example — a picture of a hen may be labeled "a hen"; then "a black hen"; then "a big black hen."

Incidental Reading. The teacher tells a story or engages the children in conversation about a picture or something they have been doing. In the course of the story or the talk the teacher turns to the board from time to time and writes or prints clearly words and phrases or sentences. She may do this in such a way as not to break the continuity at the time, and indeed in such a way as not to seem to be trying to teach. There need be no anxiety that the children will not notice what is written: that which enters the mind by the side door, casually, often finds readier access than that which didactically demands admission by the front entrance.

As the expressions thus written recur in the conversation the teacher refers to them on the board. Soon the children will have an impulse to think and say them themselves. The teacher allows them to do this, pointing to the words

as they are needed in the narrative and allowing the children to supply them. This is one of the easiest ways of learning. Everything points to those written characters now designated by the teacher as being the word or words called for by the narrative. The act of saying the word may not be in the strictest sense reading, but if it is no more than applying the word called for by the sense, while looking at the symbol, it helps to form that fivefold association between the sight, the speaking, the sound, the symbol, and the idea which is involved in the reading process.

Reading by Position. A similar form of half reading and half repeating by rote is to look at the words of a familiar rhyme while repeating it. Some words of the rhyme grow familiar during this process; this throws the unfamiliar words into relief, and they too are in a way to be learned. The work is continued by finding, pointing, underlining, erasing, matching. This learning by position has its dangers. It is easy for the children to fall into the way of repeating the familiar words while looking at the page in general, no sight association being established whatever. The ways of avoiding this danger have been indicated in the lesson plans.

Silent Reading. Since reading is a complex operation consisting of word recognition, thought recognition, and thought expression, it is well to simplify it for beginners. This can readily be done by a process of elimination. We may, for example, eliminate the element of *thought recognition* by having the children read something with which they are already familiar. We may eliminate the element of *word recognition*, as in reading by position. Or we may

eliminate the element of *thought expression*, and this is more important than either of the other ways. This is accomplished through silent reading, in which the children recognize the word and get the thought, without being put to the very considerable trouble of expressing the thought definitely with proper emphasis, inflection, and phrasing. The means employed are various, all being alike in that they provide a sure test of having grasped the thought. A typical case is the writing on the blackboard of *commands* to be read and obeyed by the children, the proof of understanding being not words, but deeds. In the early stages silent reading should usually precede oral reading, at least until the children can read at sight. In more advanced work it takes the form of reading to get the gist, the point, the story.

Abundant material for silent reading is supplied in Parts II and III of this Manual.

Reading from the Blackboard. When the reading lesson is based on a picture, an experience, or a story, questions may be asked by the teacher for the purpose of bringing out into bold relief, in their thought setting, the main aspects of the story and the new words to be taught. The answers to these questions, written on the blackboard one by one, form a preliminary reading lesson, which is read at first sentence by sentence and then as a whole. These sentences contain the new words of the lesson, which are thus presented in their thought relations. If the questions are developed in logical (or psychological) order, the blackboard lesson will have the same degree of unity as has the lesson in the book; but only

in very rare cases should the blackboard lesson duplicate the text.

Blackboard Reviews. After the lesson has been developed on the blackboard and read in the book, each time from a different point of view, the story may again be told in review from the blackboard. This lesson should duplicate neither of the others, but should seize on a fresh aspect of the story and organize the familiar material into a new unity. Thus with no increase in vocabulary the amount of reading matter is more than doubled, and the repetition, being something more than mere repetition, is made doubly effective.

Dramatizing. Dramatizing is partly a means of approach to the lesson and partly a way to express what has been learned in the lesson. In either case it is a valuable exercise. As a means of approach it supplies both a quickened understanding of the situation and a motive to read for the thought. Simplicity and freedom should be the keynotes of this work. The children should be left to plan it for themselves, to the limit of their abilities. As they act they may read from the book, or render the thought in their own words, or give the exact words of the book. It should be remembered, however, that dramatizing is not reading, and that it must not encroach on the time that belongs to the reading lesson proper.

Expression. Expression in reading aloud should receive careful attention from the very start, since it is undeniably true that bad habits of expression are formed early and last long. Expression is sometimes thought of as depending chiefly on the example of the teacher and the imitation of

the pupil. Imitation has of course something to do with inflection, emphasis, and phrasing, which are the outward signs of expression; but it has far less to do with these than the *having something to express.* The key to good expression in reading is simply to "let thought lead." The reason why there is so much poor expression is to be found chiefly in the kind of reading matter children are often set to read and in the mechanical ways of word recognition which too often pass for methods of teaching to read. If, for example, the child is set to read a sentence like this: "Do I see well?" there is nothing in the "thought" to indicate which of the four words to emphasize. To supply this lack the teacher tries to show the children how the sentence should be read, sometimes placing exaggerated emphasis on *all four* words, and the children attempt to imitate her. The result is an absurdity. On the other hand, even in such simple sentences as, "I see you, do you see me?" the expression largely takes care of itself, and if imitation is necessary, the teacher is in no doubt as to where the emphasis belongs. To sum up, there are two points in securing proper expression: (*a*) there should be in the book and in the mind of the child a thought capable of being expressed, and (*b*) where natural expression fails, resort should be had to the imitation of a good model.

Phrasing. Good reading, whether aloud or silent, is largely a matter of phrasing. If a reader phrases badly, it is more than likely that he is not reading at all, but only calling words. On the other hand, if a reader phrases well, the chances are that he is reading well. Good phras-

ing, therefore, is something to be striven for. The work may begin early, in fact as soon as the reading itself begins. Let the children be accustomed from the start to grasp whole sentences at once. Indicate a phrase by a sweep of the pointer, not word by word. In reading aloud, pause between phrases, not between words. Some phrases should be taught as phrases before the words composing them are taught as words, and many compact and frequently used phrases should be drilled on as phrases, just as words are drilled on as words. A good way to do this is to ask a question to which a phrase will be the answer.

Good phrasing is the result of right habits of reading. These should be cultivated from the first, particularly the habit of silent reading before oral reading, which is begun when the children "read silently and do"; which is continued when they glance over the piece to be read before reading it aloud, and when they read to get the point of a story or the gist of a passage; and which is further continued throughout life in the practice of constantly *looking ahead* while reading, and so grasping phrases as wholes with the eye before reading them aloud.

Organization. The swift and easy progress of children towards the goal of reading depends in part on methods and devices, of which some have been already noted and some most important ones are to be discussed later on; but it depends in part also on the material of the reading lessons, on its *adjustment* and on its *organization.* Adjustment — the quality in the subject matter that fits the children, their experiences, their interests — there is less need to speak of; its importance is quite generally felt.

Organization, however, is so essential and yet so often neglected that it deserves special mention.

By organization is meant a weaving together into a vital whole. When, for example, a story is organized, it contains no incident that does not *belong* just in its place. It is so with a reading book, a lesson, a single sentence. In an organized sentence there is no word in excess, no word out of place, hardly a word that could be replaced by another without loss. To read such a sentence or lesson is like running smoothly on rails. One does not have to know every word beforehand; the context itself gives the cue; the strange words come more than halfway and introduce themselves. It was while reading an organized lesson that a little boy in the first year of school made this discovery: "When I come to a word I don't know, I read on and then I know it."

If, on the other hand, that which the children are set to read has no structure or sequence; if the words have been chosen not primarily for their fitness, but for their form (e.g., as containing certain phonograms); if the subject matter deserves the rude but apposite epithet of "sentence hash," then it is not to be wondered at if the children halt and stumble. They are but experiencing the same "jolt" as adults experience when reading nonsense syllables, or successive sentences having no connection. Children are more keenly sensible of such jolts than many teachers seem to imagine. A case in point came under the personal observation of the writer. The class were reading a "story" that started out about a *bear* and ended up about a *monkey*, the two having no apparent

relation to each other. When the end was reached one of the class remarked, referring to the author, "I guess he forgot his story."

"**Let Thought Lead.**" The principle here involved is nothing less than the recognition of the truth that, as children are essentially thinking beings, we must in dealing with them "*let thought lead.*" In teaching children to read there is no principle of more fundamental or more practical importance than this. For whatever is learned under the impulse of the thought is more easily learned and more vitally remembered than anything learned by mere repetition. If that which is read forms an organized thought unit, like a story; if this story or thought-whole of whatever kind is so presented as to be alive with imagery and action, fitting into experience and stimulating to activity; if the individual words, phrases, and sentences are introduced, never alone, but always in some thought connection, then the business of learning to read will proceed naturally and easily, and the words, phrases, and sentences, the remembering of which in connection with their meaning is the essential condition of learning to read, will become woven into the structure of the mind in the closest and firmest of all ways.

Context Reading. An important application of this principle is afforded in *context reading*, in which the children are set to supply the missing words in elliptical sentences. In each case the problem is one that admits of but one solution: the missing word *belongs* in its place, and no other will satisfy the conditions. The result of this training is to quicken in the children the *sense of context* and lead

them to become self-helpful and independent in reading. It is in accordance with this principle, also, that in the *Daily Lesson Plans*, as has already been noted, even the review sentences, and sentences grouped for the purpose of driving home some special word or phrase, are given sequence and organization. For where sentences of this kind are constructed by mere mechanical permutation, there is only the recurrence of the words to be drilled; but with organization there is the recurrence and all the reinforcement of thought besides.

Hard Words. A special case under the principle just discussed is the teaching of "*hard words*," particularly those that are hard because of the difficulty of fitting them into a context in which they belong. The teaching of words that stand for actions and for familiar things and their attributes is comparatively easy. The children can perform the action, produce the object, and point out the attribute, associating the appropriate symbol with each.

But there are certain words and expressions that must be taught even in the Primer stage, which do not represent objects, actions, or qualities, but rather a state of mind. Of this class are prepositions, adverbs, verbs like *am*, *can*, *know*, *went*, *saw*, *was*, and pronouns like *some*, *any*, *who*. Such words are usually hard for children to learn and hard to teach. How can the principle of learning under the impulse of the thought be applied to them? The answer is: Produce the appropriate *state of mind* and associate the symbol and the word under the impulse of that thought. For example, when we wish to teach *no* and *not* we must set up a situation that clearly calls for a negative; when we

wish to teach *saw*, we must recall a familiar narrative or situation in which *saw* is indicated and no other word will answer. For the same reason *contrasting words*, such as *my* and *your*, *in* and *out*, should be taught in contrast, the thought element involved in the contrast making the learning easier and more effective.

How the sense of the passage helps us to make out the words is nicely illustrated in the case of another type of hard words; viz., words in which the *same phonic elements* may stand for *different sounds*. Such cases are sometimes cited as arguments for the use of diacritical marks.

"How," it is asked, "is a child to know whether *ow* is to be pronounced *ō* or *ou?*"

The answer is: "No one could ever know, if *ow* were to be met with alone; but as soon as it is given a context, the case is different." Merely to place it in words, as in *how* and *know*, gives a valuable clue; and when these words are embedded in a sentence, as in the sentence quoted just now, — "How is a child to know?" — the clue amounts to a plain direction. Any child (provided he has not been lamed through using diacritical "crutches") would make the necessary adjustment in such a case; even if he started to say "*Hō* is a child to *knou?*" his sense of the context would lead him at once to change to the correct way. That is precisely what adult readers are doing every time they read; and it is always well to train children to make out strange words and add columns of figures in school by the same method that they should use in later life in performing the same operations.

The following words found in the *Horace Mann Primer* may require more than the ordinary amount of attention.

I am (3)	ever (36)	here (61)
a boy (3)	said (37)	who (65)
and (4)	went (37)	draw (67)
gives (8)	after (39)	from (68)
give (8)	was (40)	with (68)
her (8)	again (41)	start (69)
the ball (9)	want (43)	stop (69)
why (11)	then (45)	where (75)
that (11)	down (49)	were (77)
very (14)	there (51)	they (82)
but (15)	saw (55)	throw (83)
have (21)	what (56)	know (88)
three (27)	back (57)	grind (95)
now (31)	them (58)	gave (97)
this (33)	says (60)	would (107)
afraid (34)		

Habit and Drill. Important and vital as is the role of thought, it is by no means the only thing to consider. Of hardly less importance is the supplementary though always subordinate part played by habit. Even though it be true that a word or a phrase tellingly treated on its first appearance is already three quarters learned, there remains the other quarter to be driven home and made a permanent possession through repetition, practice, and habit. Furthermore, the nature of the reading process is such that to be effective it must be largely automatic. The reader should be able to look through words to their meanings, just as

one looks through a window at a landscape. But this result cannot be attained without practice — and a great deal of practice, too. Familiar words (or their elements) have to be met with a great many times before they can be as familiar to the eye as they are to the ear. But granting the need of practice, it makes a difference how it is obtained; for there are essentially differing ways.

One of the most frequent is through *mere repetition.* When, for example, three or four new words are to be taught, the teacher places them on the blackboard one by one, and each one many times over, and calls on the children in rapid succession to identify them. Phonograms are taught in the same manner, or both words and phonograms are rapidly displayed on cards day after day for instantaneous recognition. The exercise never rises above the plane of sense perception; there is no time for thought; it is of the very essence of the exercise that the response be instantaneous. Though there is undeniably a certain interest in such work, especially if it be "snappy," yet at best it is more or less of a "grind."

In order to keep it from losing interest and so losing efficiency, various means are commonly employed. For example, the teacher tries to make up for any lack of intrinsic interest in the exercise by spurring up her own *vivacity* and *enthusiasm.* This is rather hard on the teacher, and it is not the best way to train the pupils to independence and self-activity. Vivacity and enthusiasm are of course indispensable to all teaching, but to work them under forced draft is wasteful.

Another and better way is to introduce *variety*, which

may be called the "spice" of drill. This calls for the teacher's ingenuity, which can be profitably expended in devising varied means of repetition. To be fertile in expedients is one mark of a good teacher in any subject, and this is especially true of the language teacher. It is perhaps not too much to say that no one can be an excellent teacher of language who is not impatient of getting at things in the same way day after day, and who is not keen to change the viewpoint and so freshen up the lesson. It is surprising to find in how many ways the same story may be told, — from how many angles the situation it portrays may be viewed.

A still better means of making drills interesting and effective is to introduce the elements of *emulation, imagination,* and *play.* It often seems that children take more kindly to a task when it is presented in the guise of something else; e.g., a list of sight words as a ladder to be climbed, or as a brook to be crossed on stepping stones, or as marks to be hit. Many useful drills of this sort are described in this book. Their advantages are obvious, but their limits should be borne in mind: where children will freely and naturally attack their problems directly in the spirit of work, there is the less need for them to proceed indirectly in the spirit of play; as a high educational authority has said: "There is no need to 'sugar coat' what is not a 'pill.'"

All the foregoing forms of drill — whether pure repetition, or repetition enlivened by the teacher's vivacity, or varied by her ingenuity, or shot through with imagination — have this in common, that they are *formal drills.* In

sharp contrast with this type are those ways of teaching whereby repetition is made an incident in a new and higher process. A parallel case is the replacing of "five finger exercises" on the pianoforte (on which the present generation as children spent so many weary hours — wastefully as it is now believed) by graded pieces which give the necessary practice and teach the piece into the bargain. Are there not such "pieces" in reading — *constructive* problems that might replace much of the merely *reproductive* work which now so largely obtains. The point has been tested, convincingly. The constructive "word problems" to be described in the chapter on Phonics are a case in point. The principle involved is clear: Needless resort to pure drill is wasteful. Whenever a lower process, such as memorizing, can be made an incident in a higher process, such as applying knowledge to the working out of a new problem, there is a threefold gain: (1) the new problem is solved, (2) the fact or process is memorized, and (3) the memorizing is accomplished with greater economy and higher effectiveness, for it has been accomplished not through mere unrelated, unmotived repetition, but through repetition in relation to a desired and worthy end.

DRILLS AND DEVICES FOR THOUGHT READING

1. **Silent Reading and Doing.** Place short sentences on the board, each directing the children to perform some ordinary act, as "Open the door," "Take your seats," "Come to the desk," etc. Let the children obey the

directions without oral reading. (Many exercises of this sort will be found in Parts II and III of this Manual.)

2. **Silent Reading Followed by Questions.** Place upon the board several sentences so arranged as to form a thought sequence. Let the children study these sentences. Then erase and ask questions based upon the sentences erased.

3. **Silent Reading Followed by Story Telling.** Place a short story on the board and allow the children to study it without help from the teacher. Erase and ask the children to tell the story one after another.

4. **Silent Reading not Followed by Oral Reading.** Occasionally let the children read through without help some story found in their books. Then let them tell the story, helping them by questions if necessary. In some of these exercises different children may use different books.

5. **Silent Reading Followed by Oral Reading.** This plan should be followed generally throughout the first year. Even in later years, children should seldom be asked to read aloud what they have not previously read silently.

"When we disabuse ourselves of our prejudices in favor of excessive oral reading and begin to work simply and solely to develop power in reading and a right taste for books, we shall be surprised at the number and variety of devices that will be invented for the purpose of helping both teacher and child. Reading aloud will then become a delightful pleasure." (Mary E. Laing, *Reading*, page 70.)

DEVICES FOR SECURING VARIETY AND MAINTAINING INTEREST IN WORD DRILLS

1. **Word Cards.** Give each child a word card. Let the children stand by rows. Beginning at one end of the row let the children in rapid succession show their cards and name the words. Let each one who correctly names his word sit.

2. **Word Cards.** Give each child a word card. Then have various children stand, show their cards, and name their words.

3. **Word Cards.** Give word cards to one line of children. Let them stand in front of the room, their backs to the rest of the class. Let the first child turn to the class, show his word, and call upon another child to name it. If his word is correctly named he places his card on the teacher's desk and returns to his seat. If it is not correctly named he turns back again and waits until his turn comes again, when he turns as before and calls upon another child.

4. **Boxing.** Place several words upon the blackboard. Let one child name a word and the rest point to it. Then let one child underline or draw a box around every word which he knows and names. Let another child name and erase every word that he knows.

With colored chalks draw boxes on the board. Let the children name the word in the red box, the blue box, etc.

5. **The Ladder Drill.** Draw a ladder on the blackboard. On each rung place a word. Let the children see who can

climb to the top of the ladder; that is, name all the words from bottom to top.

6. **The Steps Drill.** Draw a stairway on the blackboard. On each step place a word. Let the children see who can go up the stairs without stumbling; that is, name all the words from bottom to top.

7. **The Stepping Stones Drill.** Draw on the board a picture of a brook with stepping stones. On each stone place a word. Let the children see who can cross the brook without falling into the water; that is, without making a mistake.

8. **The Clock Drill.** Draw a large circle on the board and place words around the circumference. Use the pointer as if it were one of the hands of a clock. Let the children see who can go clear around the clock without a mistake. Point to the words irregularly and let the children name them.

9. **Taking the Fort.** Draw on the blackboard a fort built of sand bags or rectangular stones (or bricks). Place a word on each. Let the children mark with dots or crosses all the words they know. When all the words have been marked (or shot) draw a soldier on the rampart waving a flag. The fort has been taken!

10. **Catching Fish.** Draw on the blackboard a number of fishes. On each fish place a word. Using the pointer for a fishing rod, let the children catch (i.e., name) as many "fish" as they can.

11. **The Basket Drill.** Draw a large basket on the board and fill it with words. Let the children take out of the basket (erase) any word named by the teacher.

12. **The Bag Drill.** Draw a number of bags on the board. On each place a word. Ask, "Who buys this bag?" "What will you give me for it?" If the buyer names the word the bag is his.

13. **The Balloon Drill.** Draw pictures of toy balloons on the blackboard. These may be colored. Place a word on each balloon or tie the words below, on the string. Let the children buy balloons by naming words.

14. **Post Office.** Make believe that the cards are letters. Ask, "Whose letter is this?" The child who claims the letter names the word on his card.

DIRECTIONS FOR USING CARDS

WORD CARDS

For Rapid Word Drill or Flash Reading. Use only words previously taught. Hold the cards in the left hand about as high as the shoulder. With the right hand take a card from the back of the pack. Hold this card for an instant where every child can see it clearly. Then with a brisk movement return it to the pack, placing it in front. Train pupils to pronounce the word at the instant when it returns to the pack. In concert drills demand prompt, simultaneous answers. In individual drills call upon the pupil who is to answer during the return movement. Since the object of these drills is to secure instantaneous automatic word recognition, allow no hesitation. Rapidity and promptness are the foundations of success. Give separate drills to those who lag or fail.

For Rapid Sentence Drills. In the chalk tray at the bottom of the blackboard place cards forming a sentence; e.g., *A boy can jump.* Then drop successively over the word *boy* the cards bearing the words *girl, rabbit, cat, dog, pony,* etc., and over the word *jump* the cards bearing the words *run, hop, skip,* etc. Each new word will make a new sentence. Have these sentences read. Demand briskness and expression. Increase the length of the sentences according to the power of the pupils. Properly conducted, these drills will develop quick, automatic word recognition, secure proper expression, and, most important of all, train pupils to grasp instantly the total meaning of groups of related words.

PHONICS

The distinctive features in the system of phonics herein described are these:

The approach is gradual, formal phonics being led up to by graded exercises in ear training, enunciation, the treatment of speech defects, word grouping, word building, word problems.

The attack is rational, emphasis being laid on the working out of problems; on constructive work rather than on mere reproduction; and on the development of independence, through dispensing with diacritical marks and through learning a few simple laws covering large numbers of words.

Analysis and synthesis are used concurrently, the former in deriving phonic elements from familiar words, the latter in learning the powers of single letters by imitation aided

by an appeal to the imagination — as in the story of the Giant Fe-fi-fo-fum.

Habit formation is a controlling factor: processes which are only of temporary value — such as the formal drill on phonograms and the oral blend — are largely dispensed with, their place being taken by processes that are in general use and hence of permanent value.

Ear Training. The first step in phonics is taken when the teacher trains the children to distinguish sounds by ear. The teacher taps on various objects, and with their eyes closed the children tell what objects were tapped on and count the number of taps. After this comes a carefully graded series of exercises having for their aim to enable the children to distinguish by ear some of the phonic elements which they are later to distinguish by the eye and make with the vocal organs. For example, the teacher sounds — i.e., enunciates with great distinctness — a group of words having a common element, and the children are asked to tell what words have been sounded, to sound them themselves, and to distinguish, and in time to sound, the common element. The same course is pursued with pairs of words, as *boy, boys,* that are alike in all respects but one, which one naturally strikes the attention. This work is approached very gradually and is aided by the imagination and the spirit of play. Hard *s* is called the "hissing sound" (or the "goose sound"), soft *s* and *z* the "buzzing bee" (or the "buzzing") sound, etc., and a kind of game is made of identifying sounds and raising the hands when they occur. The teacher may tell a story or recite a familiar rhyme, "sounding" the words so as to bring out

some one sound; e.g., every *t* or every *m*. Thus: "One day I came into the room and there on the ma-t there was a ca-t and in its mouth there was a ra-t.". The children pronounce each word sounded by the teacher. When they become expert at recognizing and pronouncing words thus analyzed into their elements, they have advanced a considerable way towards gaining the power to analyze words for themselves and to combine word elements into words.

Ear training may also take the form of leading the children to recognize words that rhyme.

Every exercise in phonics should be also an exercise in ear training. In addition the teacher should observe her pupils closely and give whatever further exercises may be found necessary. She should remember that "the word that the children speak is not always the word they hear. They may, for example, hear *insists* and say *insiss*, without being aware of the difference. . . . In most cases it is noticeable that the pupil does not at first *hear* the true sound, even when it is given in his presence." (Carpenter, Baker and Scott, *The Teaching of English*, page 113.)

Enunciation. In connection with these ear-training exercises there will naturally come practice in enunciation. In the course of this the children may be easily led to note the organs chiefly involved in making certain sounds, as the lips in *p* and *b*, the tip of the tongue in *t*, *d*, and *n*, the back-tongue and soft palate in *g* and *k*. They may also be led to tell whether the sound is *whispered* or *voiced* — a most important and useful distinction.

"Sharp and clear-cut enunciation, not, of course, of the exaggerated type that errs by making obscure vowels

full and gives to the speech a pedantic preciseness like the too rigid separation of the words in such phrases as *at all, don't you,* and the like, but clean-cut pronunciation of the language as it is, should be a daily exercise in the lower grades. Much of the difficulty in getting control of the phonic elements of the language may thus be overcome; and much may be done to remedy the blurred and obscure enunciation with which Americans are justly taxed by English visitors." (*The Teaching of English.*)

The teacher should not, however, make a practice of correcting each child's errors as they are made. She should note any defects of speech which may appear during the reading lesson or at any other time and arrange special exercises to correct them. If a particular defect affects all or nearly all of the class, a class exercise should be given to correct it; if, however, it appears in the speech of but few, it should be corrected through an exercise in which only the children affected participate. Directions for such exercises may be found under various lessons in this Manual.

Breaking Habits of Faulty Enunciation. The best time to lead the children to become conscious of the tongue, the lips, etc., as organs of articulation is in connection with specific cases of faulty enunciation. In such cases it is impossible to do effective work by imitation alone; the phonetic attack is essential. The child who says *fing* for *thing,* for example, must indeed have his ears sharpened by ear training, so that he may hear aright and produce the sound he hears; but this is not enough. He must be taught to use the right organs. This is not so difficult as

it might seem. In the case supposed the child bites his lower lip instead of his tongue. All he has to do to correct the error is to bite the tongue instead of the lower lip. The gymnastic feat involved is far easier for children than for adults; a child who cannot follow such a direction *needs* to follow it, for his own development. In stubborn cases a small looking-glass is a help; in a certain class a little looking-glass is a part of each child's equipment. The example given is typical of the simple definite directions given in the *Daily Lesson Plans* for the breaking of bad habits of enunciation.

For suggestions concerning the correction of speech defects see:

Aw (saw'r), Part III, Lesson 14, 3 (*b*). B, Part II, Lesson 75, 1. C, Part II, Lesson 3, 8. Ch, Part III, Lesson 13, 3. D, Part III, Lesson 22, 3. F, Part II, Lesson 32, 2. G, Part II, Lesson 1, 5. H, Part II, Lesson 68. K, Part III, Lesson 40 (*c*). L, Part II, Lesson 55, 3. Ng (stronger), Part III, Lesson 43, 3 (*b*). Ng (singing), Part III, Lesson 52, 2 (*c*). O, Part III, Lesson 44, Note. Ow, Part III, Lesson 47, 3 (*c*). P, Part II, 73, 1. Qu, Part III, Lesson 41, 3 (*a*). R, Part II, Lesson 4, 8. S and Sh, Part II, Lesson 7, 5. Th, Part II, Lesson 16, 5 and Part III, Lesson 36, 3 (*c*). W, Part III, Lesson 28, 3 (*c*). Wh, Part II, Lesson 15, 5.

Causes of Faulty Enunciation. In general the teacher will be the better able to deal with faulty enunciation, if she considers the causes of it and then seeks to remove them. These causes may be thus classified:

1. Physical malformation, — of teeth, tongue, palate, jaws. Such cases often require surgical treatment.

2. Poor control of the organs of articulation, often amounting to sheer laziness. It is to this that many of the *substitutions* are due, as *fink* for *think*, *till* for *kill;* also the

adventitious *k* in *nothink, kingk.* The remedy for such faults is vocal gymnastics.

3. Failure to hear distinctly, due either to physical or to mental causes. In the latter case the failure to hear may be due to the lack of apperceptive ("preperceptive") power: the children have nothing to *hear with;* not knowing the sound by itself, they do not know what to listen for. The remedy lies in leading them to hear and to articulate the sound by itself, in words, and in sentences.

4. Imitation of poor models at home, on the street, in the playground, in the classroom, — perhaps even at the teacher's desk. In such cases the teacher is indeed struggling against heavy odds. The least she can do is to see to it that her own speech does not make the odds heavier.

Besides imitating his associates, the child imitates himself. If by some chance he once says *tum* for *come* without correction, he is apt to continue in his error until he has habituated himself to it. Unfortunately, when once the habit has become fixed, he may cease to hear the correct sound when used by others in his presence. The bad habit of vocalization reacts upon the auditory brain center and he apperceives *come* as *tum, what* as *wat,* and *that* as *dat.*

Retarding Forces in the Environment. One of the most discouraging things about the teacher's work is that so much of it has to be reformatory rather than formative: instead of developing true ideas and ideals, false ones must be destroyed; instead of training to good habits, bad ones must be eradicated.

"In no subject do the forces of the social environment against which the school has to strive make themselves so continually felt as they do in English. . . . In language work the higher usages of literary English exacted in the school are in perpetual conflict with the barbarisms of the swarming illiterate outside. The teacher of English, at least in the great majority of our city public schools, is involved in an unceasing warfare with these retarding forces. In Arithmetic or Science or Geography the teacher may sow on virgin soil; the English teacher must sow on soil choked with the weeds of bad habit and must ceaselessly ply the hoe against untiring enemies. . . .

"The standards of the community are more potent than those of the school; and against the illiteracy of the playground, the street, and the home, the school has a weak chance. Undoubtedly the school may do more than it is doing — by heroic effort it may do much more — to beat back the tide of slovenly, slangy, mumbled speech that is poured out on street and mart. . . .

"The discouraging fact that meets the teacher is that although she may secure passably good speech, written and oral, in the classroom, there is, during the recess and on the playground and the street, a barbaric reversion, with a sense of relief, to the patois of 'real life.' It is this provoking Jekyll and Hyde dualism, this double standard of linguistic manners, with which we have to reckon. Too often the boy or girl will sin in society against his school conscience, because, to speak fair, to say 'isn't' instead of 'ain't,' 'coffee' instead of 'cawfee,' is to put on airs in the eyes of his companions. No teacher

will credit herself with full success, unless she has overcome this dualism. She will measure her efforts, not merely with results obtained in the schoolroom, but those which tell in the world outside of it." (Chubb, *The Teaching of English*, pages 8–10.)

The Teacher's Study of Phonics. The duty of the teacher in this entire matter is three-fold: to present a good model; to teach and train the children, by various methods such as are carefully set forth in this Manual; and, that she may perform both of these duties, to teach and train herself in the principles and practice of phonics. Every teacher, particularly every teacher of young children, should get acquainted with her own organs of articulation; should observe their *position* and *action* in the making of every sound in the language. In the course of the investigation she should make use of the looking-glass, hold her fingers to her throat, close the nostrils to observe the effect (as in determining whether *ng* is a nasal), and verify with her own organs every statement made in the books.

Among authoritative books on the subject of phonetics Sweet's *Primer of Phonetics* is the most compact, and the "Guide to Pronunciation" in Webster's *International Dictionary* is one of the most practical, as it should be one of the most accessible. It is from this dictionary that the following table is taken:

TABLE OF CONSONANT ELEMENTS

Place of Articulation	Oral				Nasal
	Momentary		Continuous		Continuous
	Whispered	Voiced	Whispered	Voiced	Voiced
Lips	p	b		w	m
Lips and teeth			f	v	
Tongue and teeth			th	th	
Tongue and hard palate (forward)	t	d	s	z..r	n
Tongue and hard palate (back)	ch	j	sh	zh..r	
Tongue, hard palate, and soft palate				y..l	
Tongue and soft palate	k	g			ng
Various places	h				

Grouping. When children have learned several words that belong to the same "family" (e.g., *not, spot, dot*) they will often of themselves notice the resemblance, both by eye and by ear, and will remember these words as a family, naming each family from some word in the group, as the "not" family. From time to time they will add other members to the family, as these are met with in the reading or thought of as belonging to the family. In like manner may be grouped words having the same initial (*rat, run, ran*) or the same terminal sound (*rat, net, but*).

The great advantage of thus becoming familiar with word groups before more formal phonic work is attempted should be sufficiently obvious. Grouping invites comparison; it brings out likenesses and differences into strong relief; it is the easy and natural way of arriving at a con-

sciousness of parts, — for the consciousness of a part is always easier to arrive at when it has been met with as a common factor in a group than when it has been met with as merely a part of a single word. For example, suppose we are to teach the powers of *c* and *at*. It is easier and more psychological to derive *c* from the group *cat, can, catch,* and to derive *at* from the family *cat, rat, sat,* than it is to derive both *c* and *at* from a bald analysis of the single word *cat* into *c* and *at*. Yet teachers are not infrequently directed to take the shorter and harder way.

Words in Words. One of the simplest ways of leading the children to isolate phonic elements, and at the same time to learn their powers, is by *dropping* or *adding* letters and by finding *words in words*. Thus the children can very early be taught to drop *s* from *hands* or add *s* to *hand*, and to many similar words (see Lesson 7, 2); also to find *all* in *ball* (see Lesson 20, 5). The device of *covering* is helpful in all such exercises. This work, in which both words are familiar, is intermediate between the unanalytic study of words as wholes and the "informal phonics" which are now to be explained.

Informal Phonics. It is a mistake to assume that there can be no *word building* and no *word problems* until all the phonic elements involved have been formally developed. There is an intermediate step, informal phonics, corresponding to analogy in reasoning. The process is very simple and is readily grasped and eagerly followed by the children, who make very rapid progress after they once get the idea. As full directions are given in Lesson 29, 2, only a brief notice will be required here.

A *word problem* is precisely like a problem in arithmetic: the children are given certain conditions from which to work out a required result; that is, they are given words they know with which to make out a word they do not know. Thus, let it be required to work out the new word *can*, using the familiar words *cat* and *pan*. The teacher places on the blackboard the formula

cat	pan
c at	p an
c	an

can

Since the children have already had practice in slow pronunciation (which is a preparation for blending), they readily work the problem and find the answer.

In *word building*, two (or more) phonic elements are combined to form a new word. But it is not necessary to wait until both elements have been formally developed. Thus, as soon as the children know *s* and *milk*, they can readily derive *silk*, even if they do not know *ilk*. The formula here is

milk
ilk
silk

(See Lesson 33, 5.)

The main purpose of these exercises is to guide the children in making out new words for themselves. Incidentally, however, they learn the phonic elements as well; so that when the teacher comes to the formal development of these elements she often finds the work already done. The advantages of this way of learning over any method

whose main dependence is on phonogram drill are obvious. When the attempt is made to drive home *s* and *ilk*, for example, by such drill apart from use, the constructive powers of the children are not utilized, nor is a useful process learned or a useful habit formed. When, on the other hand, *s* and *ilk* are learned incidentally, in close connection with use, the motive is stronger, the activity involved is of a higher order, and the process learned is one which will be used throughout life.

Word building and word problems involve putting together, or *blending*, parts of words into whole words. The blend is a bugbear in many schoolrooms, but quite unnecessarily so. It will be found easy and natural if the following conditions are observed.

(*a*) Prepare the way for formal blending by exercises in ear training and enunciation, including "slow pronunciation."

(*b*) Begin blending (in word problems) before any phonic element has been formally developed.

(*c*) Cultivate the silent blend, or as a step to this the whispered blend, rather than the oral blend.

(*d*) In sounding the initial phonograms the teacher should carefully avoid introducing sounds which are not there and which so change the character of the sound that it is hardly recognizable and cannot by any possibility be combined with the terminal phonogram to make a word. No more and no different sounds can be put back into a word by synthesis than came out of it by analysis. It is a fault all too common among teachers who have given little or no attention to the study of phonics to analyze

bee into *buh-ee* and *cow* into *cuh-ow*. If the children find it hard to combine *buh-ee* into *bee* it is certainly not to be wondered at, and is rather to their credit than otherwise. The teachers can help in the work of word building by making the work no more difficult than it really is.

(*e*) Have the children get the necessary practice in recognizing phonic elements less by formal drills apart from use than by constructive exercises in using the phonic elements in word problems and word building.

NOTE. — One of the most fruitful sources of unnecessary difficulty — gratuitous difficulty created by faulty method — is in the wrong use of the phonograms, particularly terminal phonograms, like *ack, ake, at*. It is a prevalent custom in many schoolrooms to treat these phonograms as units, as separate significant entities, rather than as the potential parts of words which they really are; pronouncing them separately and drilling upon them separately and withal as insistently as if they were sight words. The natural and inevitable result of such a procedure is greatly to increase the difficulty of using the phonograms in the only way in which they can possibly be of use, namely, as signs of operation in independent reading. Little if any separate drill on such phonograms is necessary. The emphasis should be placed — and in this Manual is placed — on using phonograms in word building rather than in separate drill, on the silent blend rather than on the oral blend, and on identifying and sounding phonograms as parts of words, to a greater extent than on identifying and sounding phonograms as such.

Formal Phonics. A phonic element is said to be *developed* when it has been made a separate object of attention, when it can be recognized and sounded apart from any word, when it can be used in the building and iden-

tifying of new words, and when, in certain cases, the way to produce it by the tongue, lips, or other organs is understood.

Full directions for such development are given in Part II, Lessons 31, 32, 42, 49, 55. The following points may be noted here:

The attack upon a new phonic element is made concurrently from two directions: (1) by an appeal to the imagination through stories and through the "tongue gymnastics" they call for, as in the story of the Giant (*f*), the cow (*m*), Little Sarah (*s*); (2) by a breaking up of familiar words in which the element is embedded. It thus comes about that at the same time that the children are learning to detach *f* from an *f*-group, they are also "biting the lower lip and puffing," just as the Giant did.

The word groups and word families, formed and continually extended in the manner described, are of great use in working out new words. For example, the new word *bake* may be derived, by analogy, from the family *make, shake, take,* and from the group *boy, ball, baby,* even before the elements *b* and *ake* have been formally discriminated. From the exercises in analyzing words by ear and imitatively, and in forming and extending word groups and word families, the transition to formal word analysis and word building is natural and easy. It will be much easier if some appeal is made to the imagination. The letter *f* by itself is to the children abstract and naked. It must be clothed upon — woven into some fabric of concrete reality — before it can appeal strongly to them. As the "giant letter" which is "said so hard" in the giant's

name, it becomes interesting and usable. Not all letters can or need be treated in this way; when the attempt is made the result is often grotesque and misleading, but some ingenuity may profitably be expended on the problem.

As soon as a number of like words or phonic elements are learned they may be grouped according to a principle, to form a *phonic series:* e.g., *an en in on un,* applied in the word series *hand end wind fond bundle.* From a series like *an en in on un,* it is easy to develop other series, as *ap ep ip op up; am,* etc., *ad,* etc.; also the corresponding word series.

Placing these series under one another and reading down, the series of *short vowels, ă ĕ ĭ ŏ ŭ,* is developed.

From the short vowel series a parallel *long vowel* series is developed; thus:

am	em	im	om	um
ame	eme	ime	ome	ume

When several such series have been developed, together with the corresponding word series, it is easy to lead the children to think in the direction of the *rule* (which, however, need not be stated in abstract terms) to the effect that *a-e* = *ā*, *o-e* = *ō*, etc.

In a similar manner it is brought out that as *ee* = *ē* and *ay* = *ā*, so, as a general rule, *ea* = *ē*, *oa* = *ō*, *ai* = *ā*, etc. This leads to the further generalization that, as a rule, whenever two vowels (little girls) stand together (even though separated by a "little boy," as in *ate*) the last says nothing and the first speaks her name.

The idea that there are *exceptions* is readily grasped by the children.

Habit of Attack. From the standpoint of habit, the aim in this method is to train the children from the start to those habits of mind in dealing with new words that will be of use later on; to teach them to use the method of working out words unfamiliar to them that we ourselves use every day in making out new words unfamiliar to us. What is that method? In the most general terms it is the habit of scrutinizing the word for familiar signs and responding to those signs.

Consider what a properly trained adult does who comes upon a new word; e.g., *deodorizing*. He does not jump at the word and try to swallow it whole. He takes it part by part, apperceiving each part as he may be able. If he has nothing to apperceive with, he consults a dictionary. Here again the word is divided into parts, and over each part there is a mark indicating how to sound it. But these marks vary with different dictionaries, and in order to be sure one must consult the key; and the key is nothing more than a *more familiar word* in which the sound of the letter or syllable is the same as in the unknown word.

Now the essential process in the "word problems" is very much like that in consulting a dictionary. The only difference is that instead of being sent to a dictionary the children are furnished with a *separate dictionary for every new word;* and they use this dictionary in essentially the same manner as they will later on use the larger dictionary; namely, by analysis and comparison.

Thus the formula which has been cited

not	let
n ot	l et
n	et

net

means simply: "In this strange word *net*, the first part is sounded like the first sound in *not* and the latter part is sounded like the latter part of *let*."

Objections Answered. If it be objected to this plan that it would cost the teacher a great deal of time and trouble to go through the entire previous vocabulary of the class and select key words to unlock each new word, the answer is simply: All that work has already been done for the teacher; it does not have to be done by her. The editors have provided the materials; the teacher has only to place these before the class; the eager self-activity of the children will do the rest.

It may also be objected that as English is not a phonetic language, any method of teaching to read which is based essentially on phonics is foredoomed. "What can you do, rationally, with the language of *cough, dough, rough, bough?*"

A sufficient practical answer to this objection is: Rightly used, phonic methods are highly effective, even in English. This has been too thoroughly tested to be doubted. Even when wrongly used, phonic methods accomplish results of value.

But there is a theoretical answer as well, and this will readily suggest itself to anyone who has followed the outline of the phonic work for the first year. Unphonetic as it is in certain aspects, the English language, with a

few easy adjustments, can be *taught* phonetically; i.e., as a system of generalizations or uniform principles, each covering a considerable area of the language. Some of these principles are given in the following paragraph.

English not so Unphonetic after all. Of the twenty consonants, only three or four vary in sound, and of the consonant digraphs only one varies, at least so far as the children's experience is concerned. And these variations, if properly dealt with, will cause but little trouble. Now as consonants are the backbone — the most characteristic part — of most words, it follows that the most characteristic parts of most words are practically constant; i.e., susceptible of phonic treatment.

With the vowels the case is apparently very different. But even among them there are great areas governed by law.

In the first place the vowels are sharply divided into long and short; that is the main distinction, and the only distinction necessary to be made, at least in the first year. The rules for telling whether any given vowel is long or short are simple, easy to understand, easy to apply, and for the most part uniform; and they cover a surprisingly large number of words.

The vowel digraphs (*ee, oo, ea, oa,* etc.) are largely amenable to phonic treatment, as has been already shown. There remain only *oi, ew, ou, ow,* of which *oi* and *ew* are constant and *ou* and *ow* are each represented by two large groups, in each of which the sound is constant.

But what about the exceptions?

In the first place, among the fundamental truths every

child should know is the truth that *there are exceptions* to many rules. If, having once learned that, *as a rule, ea* = *ē*, he comes upon *bread, head, dead, feather, weather*, he will simply note the exception and make room in his mind for another class. This is not a very difficult thing to do. The sooner a child learns to do it, the better.

But in reality the matter is less difficult, even, than it appears to be, owing to a fact that is often lost sight of, viz., that children who are learning to read are not dealing with strange words, but with words already in their vocabulary. They already know *dead, bread,* and *feather* by ear and in speech, and so in learning to read they have simply to identify the *bread* in the book with the *bread* in their heads. And in doing this they are also helped by the context, which calls for *bread* and not for *breed.*

Adult-made Difficulties. Many of the supposed difficulties in learning to read exist only in the imagination of adults; they trouble the children very little. For example, take the three sounds of *ed.* Logically, they are difficult, but in reality they are easy; the reason being that the correct pronunciation lies along the lines of least resistance: it is harder to say *dropd* than *dropt,* harder to say *openèd* than *opend,* and harder still to say *loadd* or *loadt* for *loaded.* Other theoretical difficulties, such as the two sounds of *s,* fade away in practice.

The point is further illustrated by such words as the following, all of which are usually regarded as "sight words," i.e., as not amenable to phonic treatment: *says, said, does, been, your, yours, every.* All these words are *derivatives* and may be referred to the words from which

they are derived. If a child at first pronounces the derivative after the analogy of the word from which it is derived, nothing is easier for him than to make the necessary modification, knowledge and habit and context conspiring to make him fall into the "rut" of pronouncing the word correctly.

Again, it should be remembered that whenever it is possible to *group* "unphonetic" words they become in so far phonetic, using the word in the practical sense. For the essence of phonetic treatment is, as has already been pointed out, the *dealing with whole groups as one.* The following groups furnish examples:

who	would	one	where	this	now	come
whose	could	once	there	that	cow	some
whom	should			these	bow	
do				those	etc.	
to				there		
				then		
				though		
				their		

Psychological Argument. The essential argument for phonics is a psychological one. It is based on nothing less than that view of the mind which regards it as essentially a unifying activity. The mind tends to classify and so to simplify; to bring every individual under some law; to deal with whole groups as one. It follows that to teach single words as singles, merely as objects of perception, calls for a low form of mental activity; and like all activities that dispense with the higher forms, this is uneconomical. *It always pays to think.* Memory re-

inforced by thinking is always easier, surer, quicker than memory by mere sense repetition. This explains why *it is always easier to remember a group than a single individual apart from a group.* In remembering an unattached individual one has nothing to remember it *with;* while in remembering an individual as a member of a group, one has the rest of the group to remember it with. Phonics is simply a mode of conceiving words, for purposes of identification, as members of groups, each group governed by a uniform law.

Now it would be the height of folly to try to teach all the words of a language as "sight words"; no one would attempt such a thing. All systems of teaching to read use some phonics. But by no means all use as much phonics as they should use. The method described in this book, and applied lesson by lesson to the Horace Mann Readers, attempts to avail of the help of phonics to the fullest possible extent, to the end that the work may be done with the greatest economy and effectiveness. It extends the application of simple phonic rules to the vast majority of the words dealt with, bringing down the number of sight words to an irreducible minimum.

It does not place the emphasis upon learning to *recognize* the greatest possible number of words at sight. It does place the emphasis on developing in each pupil the *power to work out words for himself.* Thus *particular recognition,* which is limited to words previously met and memorized, is replaced by a *general constructive activity,* whereby words can be made out irrespective of whether they have or have not been met before.

The essential difference between these two processes of recognition and construction should be clearly realized by the teacher. By the method of recognition a child may learn twenty words and be at a loss to make out the twenty-first. By the method of construction a child may get from one word group a way of working that he can apply independently to scores of new words.

Diacritical Marks. In various places in this Manual teachers have been warned against the wrong use of diacritical marks, on the ground that such use impairs self-activity and wastes time. Rightly used, however, they are of course valuable and even indispensable aids. In the first year the teacher should teach the meaning and use of the macron and the breve in connection with each of the vowels. By this means a two-fold result is attained: (1) the distinction between long and short is intensified and the concept of quantity made clearer through association with symbols of quantity; and (2) the children are started on the road towards a ready and skilful use of the dictionary. The steps to this end are carefully laid out in the *Daily Lesson Plans.*

In addition to using marks of quantity, teachers will often find it convenient to cross out silent letters and letters that have no function to perform, as *g* in *gnaw;* but care should be taken not to cross out silent letters that indicate the quantity of some other letter, as *e* in *ate* and *a* in *each.*

The same principle applies to the use of the macron and the breve. Except for the purpose of teaching their meaning, these marks should never be used unnecessarily,

as with *a* in *ate*, where the *e* indicates the quantity quite as effectively as any diacritical mark could.

Spelling. The complaint has often been made that the teaching of reading by the phonic method renders the teaching of spelling more difficult. Applied to those methods which depend largely upon diacritical marks or upon mere repetition drill, this complaint is undoubtedly well founded. If children are trained to depend upon diacritical props, they must necessarily be more or less confused when these props are removed. Mere repetition soon becomes monotonous, deadens interest, weakens attention, blunts perception, and develops bad mental habits.

These objections cannot be urged against the problem method of teaching phonics described in this Manual. Here there are no artificial props to be removed. The child sees each character just as he always will see it outside of a dictionary. Here, too, every problem demands close attention and clear and accurate visualization, and these are the foundations of spelling. "When the teacher in the reading hour trains her class to note accurately the form of the new words, to distinguish carefully these words from related words, so that the visual image is absolutely definite, she is doing excellent work in spelling. . . . Such training develops the habit of spelling correctly." (Mary E. Laing, *Reading, A Manual for Teachers*, page 55.) Moreover, if these problems are properly handled, they awaken as much interest and enthusiasm as any school exercise whatever.

In addition, the exercises in ear training and enunciation

laid down in this Manual cannot fail to react favorably upon the child's spelling, since they tend to sharpen the hearing and to render the motor activities of the vocal organs both definite and accurate.

The fact is that experience has demonstrated that children taught by this method learn incidentally to spell an unusually large number of words.

Phonogram Cards

For Rapid Phonic Drills. Use only phonograms previously taught. Hold cards in the left hand about as high as the shoulder. With the right hand take a card from the back of the pack. Hold this card for an instant where the child can see it clearly. Then with a brisk movement return it to the pack, placing it in front. During this return movement, call upon the pupil who is to answer. Since the object of these drills is to train pupils so that the sight of the symbol will cause an immediate, correct, and automatic vocal response, demand prompt, clear, and accurate answers. Do not allow the work to drag; if one pupil hesitates, call upon another. Use concert drill with great caution. Give special drills to those who lag or fail.

For Word Building. In the chalk tray at the bottom of the blackboard place a familiar phonogram; e.g., *at*. To this prefix various phonograms which will make words, as *b, c, f, h, m, p, r, s*, etc. Initial phonograms may be used in the same manner. For instance, to the phonogram *st* may be added *and, ay, ill, all*, etc.

The main object of this work is to develop skill in uniting

or "blending," readily and correctly, the different phonic elements of which words are composed. This work requires more thinking on the part of the pupils than the phonic drill described above. The work, therefore, should be done with more deliberation and less speed. The blending of the separate elements may be done orally or silently; the latter is the better method.

SUPPLEMENTARY READING

EVERY teacher of reading wishes her children to become intensely and self-actively interested in their reading work; she wishes them to acquire, and acquire quickly, a large reading vocabulary; to develop a quick and accurate grasp of content and the resulting ability to make out new words from the context; and, finally, as a summation of all these, she wishes them to develop the reading habit and a taste for the good things found in books.

To obtain these most desirable results, adequate means must be employed. In many schoolrooms, it is to be feared, the only means employed is the regular class reading exercise with a single basal text, an exercise quite inadequate for the purpose. Its greatest defects are weakness of motivation and waste of time.

Children, like adults, read books to get thought, to make the book tell its story. Their chief interest always centers in content, never in form. This interest in the thought content is vital, fundamental. Like the light of the sun, it illuminates and vitalizes everything it touches. It is pervasive, reaching and transforming all the merely formal

exercises, all the drudgery, of the reading work. When the child comes thoroughly to realize that "the art of reading is the art of finding stories in books," he will apply himself to learn, however difficult the process may be for him.

Unfortunately, this vital interest in content does not always operate very actively in the regular class exercise in reading. Before the regular reading period, each child has probably read through the lesson for the day and more or less thoroughly mastered its content. Naturally he cares little more about it — it is flat, stale, and unprofitable to him. Why should he wish to read the same thing over again so soon? Why, especially, should he wish to spend forty minutes with forty other children in doing what he could do, better perhaps, by himself in much less time?

There is another motive for reading too often absent in the reading class; namely, the desire to transmit thought, to make the book tell its story to some one else. To read well, the reader requires an audience, a real audience composed of people who actually desire to hear what is read. In the ordinary class exercise in reading this real audience is lacking. Each, having mastered for himself the thought in the lesson for the day, supposes that every other child has also mastered it. He does not care very greatly to hear the other children read — why should they care to hear him read? This lack of a genuine audience is one of the chief causes of the weak, mumbling, indifferent oral reading that is so frequently heard in our classrooms. Give a boy an interesting book which no other child in the class is reading, make him feel that the others really want to hear what he reads, and he will rouse up at once, and if

the habit of mumbling has not become too firmly fixed, he will read with comparative clearness and power.

Children learn to read by reading; practice alone gives facility and power. If a class contains forty pupils (a moderate estimate) and the time devoted to class reading amounts to forty minutes, each pupil can average but one minute per day of actual oral reading. During the remainder of the time he is a passive recipient, if, indeed, he be a recipient at all. In reading, as in all other educative processes, self-activity is indispensable. In so far, then, as the regular class exercise becomes an exercise in which at any given time one child only is active, while all the others are relatively passive, it becomes an exercise of exceedingly doubtful value.

Enough has been said to show that the mere daily class exercise with a basal reader is not sufficient to awaken and keep alive that personal hunger for reading, or to give that breadth and variety of reading experience needed to develop facility and power. Something else is needed, and this is found in an early and constant use of supplementary reading.

In every classroom there should be, in addition to the regular basal reader, several sets of reading books, and one or more periods per week should be devoted to their use. No effort should be made to read these books through from beginning to end. The teacher should select from them lessons and stories which are somewhat easier than those the class is dealing with in the basal reader. Class reading in these supplementary books should, for the most part, be sight reading. If the children meet with a word which

they cannot make out readily, either phonically or from the context, the teacher should give the word and let the reading proceed. The children should be encouraged to take these books home and to select stories in them that they can work out by themselves; and when they have mastered these selected stories they should be allowed and encouraged to read them to the teacher, to the class, or to another class. In this work the teacher should not be too exacting. Even if the child does at first nothing more than to pick out from the page the words he knows, he will be gaining in facility and power and, above all, in interest.

The teacher should cut out from old text books, papers, and magazines, short stories and poems and paste them upon cards. These cards should be distributed to individual pupils for their individual study, and when mastered they should be read aloud.

Short stories or poems (from *Mother Goose*, the *Goop* books, or *Æsop's Fables*, for example) should be selected and placed upon the board. They will attract the children's attention and arouse their curiosity. Let them work over these stories without help from the teacher. After two or three days they should be read aloud by several of the pupils in turn and then erased. At this final reading help should be given if necessary, but never till it is certain that no child can supply the assistance needed. If these pieces contain new words, some of them, especially those which the children are soon to meet in their basal reader, may be kept upon the board for a few days and gone over occasionally. If these stories have been well chosen they

will awaken interest, stimulate enthusiasm, and add greatly to the progress of the reading work.

"Every schoolroom should have its own little collection of choice books adapted to the stage of development of the children, and in periods of leisure, before school, after school, at the rainy day recess, or in leisure moments of finished lessons, the children should be allowed to use these books freely. We should remember that the average home represented by children in the public schools has a meager stock of the best books for children." (Mary E. Laing, *Reading, A Manual for Teachers.*)

Besides using these books in the manner described above, the children should be permitted and encouraged to take them home and to read them to their parents or other members of the family. If the co-operation of the home can be secured in this work much will be gained. When the book is returned, the teacher should find out whether the child has read it through, and if he has not, why. This work should always be voluntary, but at the same time the children should be encouraged to read their books through. For small children there should be little books which they can read completely through in no very long time and with no very great strain. To the little child it is a distinct achievement to read a book completely through, — a much more stimulating feat than to read a short story from a big book. Every such achievement should receive from the teacher some special mark of approbation. Some record of each child's achievements along this line should be kept.

It is a great mistake to suppose that the cultivation of

the library habit must be left for the higher grades. On the contrary, work with supplementary reading in library books should begin as early as the middle of the first term. But it is not enough merely to hand out these books; the teacher must be constantly watchful, helpful, and encouraging. She must exercise that constant and benevolent supervision which Pestalozzi justly declared is the true function of the teacher. She must be loving and sympathetic and make the children feel free to come to her for help they so often need.

If this work is rightly managed, each child in the Primer class will have read by himself, before the close of the term, several short stories, while many will have mastered several little books. In so doing, they will have begun to form the library habit and to develop a sound and discriminating taste for good literature. "The reading habit, reading power, is the most precious intellectual gift that the school holds for the child. If this habit fail of initiation in the first year, there is for the average child but slender chance of its afterward being induced with real vigor and power." (Mary E. Laing.)

But where, it may be asked, can the teacher find the time for this work? The answer is that, rightly managed, it does not require any very great amount of time. And further, it is well worth all the time it may take. It is not such work as this which wastes time; the time waste lies commonly in the recitation. Dr. Harris and others have repeatedly pointed this out and all progressive educators are seeking a remedy. Everywhere the cry is that all children are being leveled down to or below mediocrity and that we

must teach the individual. Well, this method of handling supplementary reading does teach the individual and therefore solves the difficulty so far as reading is concerned.

The teacher must always remember that true teaching is largely, very largely, a matter of stimulation, enthusiasm, and interest. Fortunately these are contagious. If the teacher exhibits enthusiasm and interest in the reading work, the pupils will surely develop acute cases of the same.

To secure a high degree of success in this work, the teacher should make herself familiar with a wide range of child literature and avail herself of it to the utmost possible extent.

For the convenience of the teacher, a list of supplementary reading books suitable for first year classes is given below.

TEXT BOOKS

Banbury Cross Stories, *Howard*
Book of Nursery Rhymes, Book I, *Welsh*
Book of Nursery Rhymes, Book II, *Welsh*
Bow-wow and Mew-mew, *Craik*
Child Life, First Reader, *Blaisdell*
A Child's Garden of Verses, *Stevenson*
Choice Literature, I, *Williams*
Classics, Old and New, I, *Alderman*
The Eugene Field Reader
Folk Lore Primer, *Grover*
Folk Lore First Reader, *Grover*
Golden Treasury, Primer, *Stebbins*
Golden Treasury, First Reader, *Stebbins*
Graded Classics, I, *Norvel and Haliburton*
Heart of Oak Reader, Book I, *Norton*
Hiawatha Primer, *Longfellow-Holbrook*
The Indian Primer, *Fox*
The Jingle Primer, *Brown and Bailey*
Language Readers, Primer, *Baker and Carpenter*

Language Readers, First Reader, *Baker and Carpenter*
The McCloskey Primer, *McCloskey*
Once Upon a Time Stories, *Hix*
The Overall Boys, *Grover*
The Progressive Road to Reading, Book I, *Burchill, Ettinger & Shimer*
The Progressive Road to Reading, Book II, *Burchill, Ettinger & Shimer*
Rhymes and Fables, *Thompson*
Riverside Primer, *Van Sickle & Seegmiller*
Riverside First Reader, *Van Sickle & Seegmiller*
Stevenson Reader, *Bryce*
The Summers Primer, *Summers*
The Summers First Reader, *Summers*
Sunbonnet Babies, *Grover*

LIBRARY BOOKS

Æsop's Fables, *Various Editions*
Animal Nursery Rhymes
Benjamin Bunny, *Potter*
Boy Blue and his Friends, *Blaisdell*
Child Stories and Rhymes, *Poulsson*
The Chinese Mother Goose Rhymes, *Headland*
The Elm Tree Fairy Book, *Johnson*
Fairy Tales (Grimm), *Different Versions*
Fairy Tales and Fables, *Baldwin*
Fairy Tale of a Fox, etc., *Bates*
Father and Baby Plays, *Poulsson*
Finger Plays, *Poulsson*
Goops, *Burgess*
How to Tell Stories to Children, *Bryant*
In the Child's World, *Poulsson*
Just So Stories, *Kipling*
More Goops, *Burgess*
Mother Goose, *Johnson*
Mother Goose, *Various Editions*
Mother Goose in Prose, *Smith*
Nursery Rhyme Book, *Lang*
The Oak Tree Fairy Book, *Johnson*
Peter Rabbit, *Potter*
Rhymes and Stories, *Lansing*
Runaway Donkey, *Poulsson*
The Sandman and his Farm Stories, *Hopkins*
The Sandman, More Farm Stories, *Hopkins*

Short Stories for Little Folks, *Bryce*
Sing-Song — A Nursery Rhyme Book, *Rossetti*
Snowman and Other Stories, *Lang*
Stories to Tell to Children, *Bryant*
Three Blind Mice, *Ivimey*
Thro' the Farmyard Gate, *Poulsson*
Sugar and Spice and All That's Nice

THE GROUP SYSTEM

The "Group System" versus "Whole Class" Recitation. — In spite of individual differences, all normal children are very much alike, not only in their bodily organs but in their mental capacities and habits. These common elements of child nature furnish a justification for the common class exercise. Within proper limits and skillfully managed, the whole class recitation is a valuable means: it saves time, awakens emulation, arouses enthusiasm and interest, and stimulates self-activity. But when it chains together month after month and term after term pupils of unequal capacities and attainments; or when it sacrifices the needs and interests of individuals to the demands of a rigid uniformity, the limit of efficiency is passed. Mass teaching should at that point give way to a more individualizing plan.

Such a plan is offered in the "group system." This takes into account the fact that effective teaching is a matter of adjustment, — the adjustment of the subject matter to the needs, the capacities, the interests, and the experiences of the individual. Under the "Whole Class" recitation this adjustment is necessarily imperfect; under the "Group System" it is much more effective.

The teacher will find that after the first few days her pupils fall into three distinct groups, and she should divide the class accordingly. But even within these groups there should be room for individual work and an individual rate of progress. For while President Eliot's assertion that "We should try to make children as different as possible as fast as we can," is doubtless somewhat extreme, it nevertheless suggests an important truth: no teaching should aim at a deadening uniformity either in progress or in product; all teaching should aim to develop individual capacity, and to encourage an individual rate of progress. Every pupil, therefore, is entitled to enough of the teacher's attention to enable him to progress to the limit of his capacity, and as soon as a pupil has shown that he belongs in another group, whether a higher or a lower one, he should be placed in that group.

If this plan is faithfully carried out, along with the suggestions for supplementary reading given in this Manual, a great stimulus to the interest, the self-activity, and the progress of the pupils is likely to result. For suggestions as to the management of the "Group System" see *Teaching Children to Study*, by Olive M. Jones, etc., *The Grading of Schools*, by W. J. Shearer, and *An Ideal School*, by P. W. Search.

PART II

DAILY LESSON PLANS

HORACE MANN PRIMER

INTRODUCTORY LESSONS*

LESSON I

Conversation, Singing, Playing

1. **Conversation.** Let the teacher first of all establish a relation with the children and lead them to express themselves. One way to do this is by conversation. Encourage the children to express themselves freely about anything that interests them,—familiar objects, pets, the baby brother and sister at home, games, etc. Preliminary work of this kind is particularly necessary in schools where many of the children are of foreign parentage, and do not understand or speak English readily.

2. **Greeting.** A good way to establish friendly relations, to teach the language (where necessary), and to furnish a basis for the reading later on, is through the ordinary greetings, "Good morning," "How do you do?" etc. For example: In a certain New York Public School a large proportion of the children come from homes in which English is not used. These children understand little or no English when they enter school. One of the teachers, in seeking for some basis of understanding and intercourse, hit upon the simple greeting as the most

* The Introductory Lessons are optional. If the teacher so desires, the work may begin at once with the Daily Lesson Plans on page 19.

natural way of beginning. "Good morning," she said, accompanying the words with a bow and smile of greeting. Many of the children did not understand her and very few acted as if they did. "Good morning," she repeated, again and again. The children were quick to respond, and almost before they knew it, they, too, were bowing and smiling and saying " Good morning."

3. **Singing and Playing.** One of the best ways of beginning work in reading is to lead the children to do something together zestfully; for example, singing together some action song that is familiar to at least part of the class, and that can be easily learned by the rest.

"I put my little hands in," Horace Mann Primer, page 7, is well suited to this purpose. The children form a ring (or a line). The teacher sings the words and makes the appropriate motions. The children join in as they can. All will soon know words, music, and motions. For the first day it is a good plan to adjourn to the kindergarten room, if possible, in order to have a piano accompaniment and greater freedom.

LESSON II

I Put my Little Hands In

Action Rhyme, Chart, Primer

1. **Following the Chart.** Hang a chart (see note) containing the rhyme — "I put my little hands in" — in full view of the class. Have the children

(*a*) Sing and act the rhyme;

(*b*) Say and act the rhyme;

(*c*) Sing (and later say) the words, following them on the chart as the teacher points.

As soon as they can, the children may be allowed to

(*d*) Point to the lines on the chart as the words are sung or said.

As the words are said by the children some attention should be given to phrasing, thus: I put | my little hands | in.

The pointing by the teacher should be according to the phrasing.

2. The Primer. Place the Horace Mann Primer in the hands of the children. *Introduce* them to it more or less formally — to the cover, to the frontispiece (both of which foreshadow stories which 'they will read for themselves when they have learned how') and to the reading. ('Wouldn't they like to know what the words say?')

3. Finding the Whole Rhyme in the Book. (PROBLEM) Tell the children that the same rhyme that is in the chart is *somewhere* in the Primer. Would they like to hunt for it? Perhaps a third of the class will succeed at the first trial; more at the second.

They may also be taught how to find *page* 7.

4. Following the Rhyme in the Primer. Have the children say the rhyme while pointing to the lines (and later to the phrases) in the Primer.

NOTE. — Of course the blackboard may be used instead of a chart, but the chart has the advantage of being permanent. The chart may be made of a sheet of manila paper

about 30 inches square. The words may be printed with a brush or a rubber pen and ordinary ink, with a black wax crayon, or with a price marker.

LESSON III

The Good Morning Song

Song, Problems

1. **Review.** Follow the rhyme, "I put my little hands in," on the chart and in the Primer.

2. **Teaching the Song.** (See Note.) Teach the Good Morning Song (Horace Mann Primer, page 12, first and second stanzas). Sing the first stanza (the teacher's part) to the children. Teach them to sing the second stanza (the children's part) to the teacher. See that both stanzas are sung with spirit and with appropriate gestures.

3. **Following the Song in Chart and Primer.** Have the children sing (and say) the Good Morning Song, looking at the chart while the teacher (and later one of the children) points phrase by phrase. Have them find the song in the book. Let them say the words, pointing to the successive lines in the book.

4. **Finding Whole Lines.** (Problem.) Hang the two charts side by side. "Who will come and point to some line he knows? Read it. Who will point to a line that says, 'Good morning to you'? Read it. Who will point to another line that says the same? Who will

point to the line that says, 'I put my little hands in'? Read it." Etc. Etc.

5. Finding Phrases. (PROBLEM.) "Who will point to 'Good morning'? Read it. Point to another 'Good morning.' Find 'Good morning' in your books. Point to it. Come up and show me" (or "point to it as I pass through the aisles").

If the stanzas have been printed on the blackboard, the phrases may be *underlined* or *erased* as identified by the children.

NOTE. — In preparation for the next exercise have the song printed on a chart or on the blackboard.

LESSON IV

Ear Training, Labeling

1. Review. Sing the Good Morning Song with expression. Follow the action rhyme and the song on the charts and in the Primer. Find and read the lines and phrases already taught.

2. Lines and Phrases. "Who will point to the line that says, 'I put my little hands out'? Read it. Who will point to the line that says, 'We're glad to see you'? Read it. James, you may come and read this line. Kate you may come and read this line." Etc. Etc. "Who will point to 'Good morning'? Now I will cover it. Who can read the rest of the line. Point to another 'to you.' Fannie, you may point to another 'to you.'

How many can point to where it says, 'to you' in the Primer?" Etc. Etc.

3. **Ear Training.** Let the teacher strike with pencil or eraser various objects, as the bell, the desk, the blackboard, while the children look and listen. Then have them close their eyes while the teacher strikes one of the objects struck before. "Who can tell what I am striking now? What did I strike it with?"

4. **Enunciation.** The greatest care should be taken by the teacher to enunciate clearly and distinctly. See that the children do the same. Do not permit them to form the habit of saying *goo* or *dood* for *good, mornin'* or *mawnin'* for *morning*, or *goils* for *girls*.

5. **Labeling.** Let several children wear cards containing their names.

LESSON V

Word Games

Look and Do, Matching, Hunting

1. **Review.** Find and read lines and phrases on the charts and in the Primer.

2. **From Lines and Phrases to Words.** Have the children repeat the action rhymes as the teacher (or one of the children) points to the chart. When the words *clap, clap, clap*, are reached have the children clap, rhythmically, once to each word. The teacher indicates unmistakably by her voice and by the pointer that those three

words mean *clap*. She may underline them, and write them in different places on the blackboard.

3. **The Look and Do Game.** "Now we are going to play a game,—the *Look and Do* game. Watch the pointer. Keep very still until the pointer comes to the right place. When the pointer comes to *clap*, then you may clap. If anyone claps in the wrong place he is *caught;* and so is anyone who does not clap in the right place."

The game may be varied by having the children *say the words* instead of clapping; also by designating individual children, instead of the whole class, to clap when the words are reached; and by having various children point.

4. **Matching Words.** (Game.) On separate cards print the following words, making them as nearly as possible like those on the charts: *clap, hands, in, out, shake, Good morning.*

"Now we are to play a new game—the *Matching* game. Watch this card. When it comes to the right word, — the *same* word in the chart — you may raise your hands. When I say 'What is it'? (or nod my head) you may tell me the word. If anyone raises his hand in the wrong place he is *caught,* and so is anyone who doesn't raise his hand in the right place; and so is anyone who says the wrong word."

The teacher now passes a word card (for example one having on it *clap* or *Good morning*) under each line of the chart (or of both charts), pausing a moment under each word. The children watch attentively; compare the word (or phrase) on the card with the words of the chart; raise their hands when the words match; and tell the word

when the teacher asks 'What is it'? or nods her head. (See Note.)

5. Enunciation and Ear Training. As in previous lessons.

6. Labeling. Label individual children "A boy," "A girl," and associate the sight of the words with the saying of them.

Have the children give the cards containing proper names to their owners. (PROBLEM.)

7. Word Hunting. Have the children find *A boy* and *A girl* (corresponding to the labels) in their books. (PROBLEM.)

NOTE. — The teacher can best judge when the children are ready to match another word. In general the work should begin very gradually.

Matching words is one of the earliest and most effective forms of word study. It requires less of the children than the remembering of a word which has been associated with an object or an action; and much less than the identifying of a word in its connection or the naming of an isolated word. It trains the sense of form and exercises observation, comparison, and judgment, and it leads the children to look out for marks whereby to identify the words by themselves.

LESSON VI

"I Give my Little Hands a Shake, Shake, Shake"

Varying the Rhyme

1. Review. Sing the action rhyme and play the game with spirit. Find and read lines, phrases, and words. 'Look and do.'

2. Varying the Rhyme. Sing the song and play the game, substituting *shake* for *clap*. Then turn to the chart. "It is not right now, we must change it. Where? How?" The teacher has ready a new line: "a shake, shake, shake," which she places over the corresponding line in the chart. The new words may be printed on the blackboard also.

Now proceed as in previous lessons until the new word is learned. (See Note.)

3. Word Matching. Have the children match one or more new words. (See V, 4.) Vary by having the children read from the beginning of the line to and including the word, after naming it.

4. Finding Words. Have the children find (on the chart and in the book) the words (phrases) they have matched. "Who will point to a word he knows? Read it. Who will find *clap, shake, boys, Good morning, hands?*"

5. The Look and Do Game. (Silent reading.) The teacher points to words or lines indicating action. The children are to perform the action indicated. E.g.,

Clap, clap, clap; shake, shake, shake; I put, etc.; *I turn,* etc.

As the phrases *right foot, right hand,* etc., are learned, the children may respond by shaking the right foot, etc., as the teacher (or pupil) points.

Vary the game by having one child point while the rest look and do.

Vary it also by having children volunteer to point and do while the rest look.

6. Enunciation and Ear Training. As in previous lessons.

7. Labeling. Place pictures of a rabbit, a ball, and Kitty on the wall with appropriate labels.

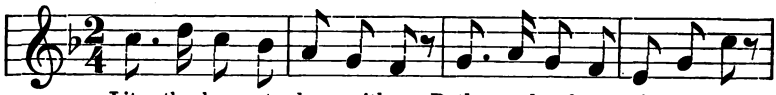
8. Laying Sentences. (PROBLEM FOR SEAT WORK.) Provide each child with strips on which are printed the lines of one stanza of the Good Morning Song. The children are to lay the lines in order. As they become proficient in this they may be given harder tasks of the same kind, e.g., laying the lines of the action rhyme. Later the lines may be cut up into phrases and words, and the children may be set to lay them in order, referring if necessary to the chart or the book. (See Lesson 4, 11.)

NOTE. — In like manner, in the discretion of the teacher, the rhyme may be changed from time to time so as to read *hand* (*foot, feet*) instead of *hands; right* (*left*) instead of *little,* etc., etc.; the actions being in every case changed to suit the words.

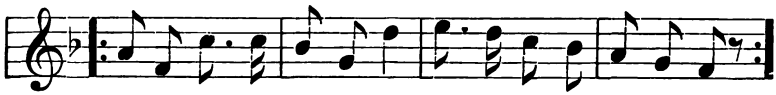
LESSON VII. (Optional)

Other Rhymes, Chart Work

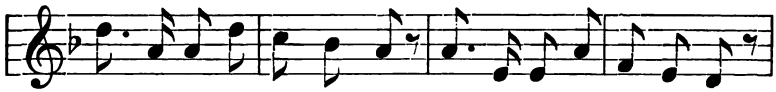
In teaching this rhyme use the methods and devices explained in the previous lessons.



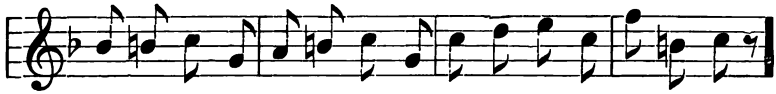
Lit - tle play mate, dance with me, Both your hands now give to me,



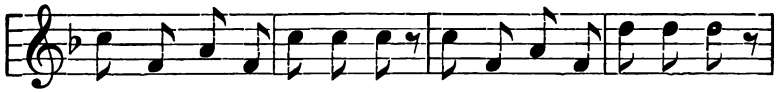
Point your toe, a- way we go, Up and down the mer- ry row.



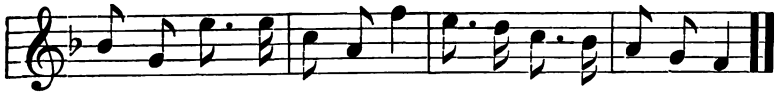
With your feet go tap, tap, tap, With your hands, go clap, clap, clap.



Point your toe, a- way we go, Up and down the mer - ry row.



With your head go nip, nip, nip, With your fin- gers, snip, snip, snip,



Point your toe, a- way we go, Up and down the mer- ry row.

1. **Rhymes Suited to Chart Work.** It will be found profitable to continue chart work for several weeks, reviewing the pieces already learned, and studying new ones; and at the same time to carry on the lessons in the Primer.

The following rhymes have been found to be well suited to chart work, and also adapted to the use of children using the Horace Mann Primer as a basal primer:

(*a*)

In summer,
In summer,
That is the time to play,
All children are merry,
And they dance all the day;
And every one standing in this ring
Must do as I do now.

Just skipping
Just skipping,
I do that all the time.
Then will I,
Then will I
Turn around and around.

Just clapping (running), etc.

(*b*)

Little playmate, walk with me,
On this pleasant sunny day.
All our little friends we'll see
Passing on our way.

Both your hands now give to me,
  And make a pretty bow.
Playmates, all together sing
  As we go skipping now.

Now good-bye, playmate dear,
We have had a merry time.
I will leave you here.

(*c*) This is the way
  The ladies walk,
Ladies walk,
  Ladies walk,
This is the way
  The ladies walk
On a cold and
  Frosty morning.

This is the way
  The gentlemen walk, etc.

This is the way
  We mend our shoes, etc.

(*d*) There was an old woman
  Who lived in a shoe.

(*e*) One, two,
  Buckle my shoe.

(*f*) Hey diddle, diddle,
The cat and the fiddle.

(*g*) Diddle, diddle, dumpling,
My son John.

Additional rhymes found in the Horace Mann Primer and suitable for chart work:

"Kitty's name," page 15.

"I like to see a little dog," page 23.

"Pussy Cat," page 25.

"I caught a mouse alive," page 27.

"This little pig," page 33.

For other rhymes suitable for chart work see "Classified Contents," Horace Mann Primer, page VI.

2. Additional Devices in Chart and Blackboard Work.

(*a*) The teacher *reads*, *points*, and *stops* at a certain word; the children supply the word.

(*b*) A pupil is called to the board and is directed to *point* to a certain word *whenever it occurs* during the repetition of the rhyme.

(*c*) Reverse the 'look and do' game, by suiting *words to actions*, thus: Perform an action and have some one point to the words describing it. "Who will point to the word that tells what I (they, Tom) did?"

(*d*) Words and phrases, as they are identified on the blackboard, may be *underlined* or *erased.*

(*e*) Write *commands* on the board, one by one. Let the children *read silently*, and at a given signal let all (or one) *do.* When all the commands are written, the teacher

may give the commands by pointing, taking them in any order.

The words for the commands may be taken from 'I put my little hands in,' 'One, two,' 'This is the way the ladies walk,' etc., thus:

Put your hands in.
Put your hands out.
Shake hands.
Clap hands.
Put your right hand in, etc.
Put your right foot in, etc.
Buckle my shoe.
Shut the door.

Vary the exercises thus: one of the children gives commands (by pointing) for the others to execute.

Write the names of children after the commands.

Write *boys, girls,* after the commands.

Print commands on slips and distribute to the children.

(*f*) Have the children *read aloud* all the sentences they have read silently.

(*g*) Place word cards for matching in sight in various parts of the room. Let a child *choose* a card, take it up to the chart and match it. Vary by *assigning* cards to be matched.

(*h*) Place word cards so as to form a sentence on the shelf of the blackboard or elsewhere in plain sight. Let the children *have the cards* they can name. See who can get the most cards.

3. Summary of Method in Chart Work. (*a*) Teach the children to say the rhyme, with whatever actions may

be appropriate. Have the children sing the rhyme, to original music if no other is available.

(*b*) Teach the children to read the rhyme, passing through the successive stages of:

(1) following with eye and pointer as the words are said or sung;

(2) finding and identifying whole rhymes, lines, phrases and words *in position*, using the devices of matching, look and do, laying, etc.;

(3) finding and otherwise identifying words, phrases, etc., on the blackboard and in the book, *in other connections* than those in which they were first met, and also separately.

LESSON 1. PRIMER, PAGE 1

Good Morning

1. Thought and Word Development. Have the children examine the picture and tell what they see in it and what they think about it. Encourage them to talk freely. When necessary, help them by questions.

"Where are these children going? Why do you think they are going to school? (The flag, the books under arms, the bell, the teacher.) What time of day do you think it is in the picture? What makes you think it is morning? (The children going toward the schoolhouse with books under their arms.) Do you see the lady on the steps? Who do you think she is? Do you see the boy who is just putting his foot on the steps? What do you suppose he is saying to the teacher? What is she saying to him? It is the first day of school. The teacher does not know the names of all the children. What will she say to the boys when they are all in the classroom? What will she say to the girls? Now, who will tell us everything he sees in the picture? Who will tell us a story about the people in this picture?"

2. Reading from the Blackboard. In the course of the conversation lesson on the picture the teacher may turn to the board and write the answers to the questions: "What do you suppose he is saying to the teacher? What

will she say to the boys? What will she say to the girls?" Or, she may complete the lesson on the picture and then ask: "What did the teacher say to the children? We have *said* the words and *heard* them; now I am going to write them so that you can *see* them and *read* them. I will make the crayon say what the teacher said to the children. Who can read what the crayon has said? Now I will make the crayon say what the teacher said to the boys. Who can read this? This time I will make the crayon say what the teacher said to the girls. Who can read this?"

Good morning.	Good morning
Good morning, boys.	boys
Good morning, girls.	girls

"Show me where it says, 'Good morning, boys.' 'Good morning.' 'Good morning, girls.' What does it say here? And here? And here? Mary may point and Jack may read. Who will read all it says on the blackboard?"

See that the children read with expression. When the children are reading have them turn from the board and address some person or persons.

3. Reading from the Book. The teacher points to the first sentence on the blackboard. 'Point to this line in your books?' So with the second and third line. See that each child gets the right place.

"Show me where it says, 'Good morning, girls,' etc. Read the first line; the second; the third. Who can read all the lines?"

4. Ear Training. Let the teacher strike with pencil or eraser various objects as the bell, the desk, the blackboard, while the children look and listen. Then have them close their eyes while the teacher strikes one of the objects struck before. "Who can tell what I am striking now? What did I strike it with?"

5. Enunciation. (See INTRODUCTORY LESSONS.) The greatest care should be taken by the teacher to enunciate clearly and distinctly. See that the children do the same. Do not permit them to form the habit of saying *goo* or *dood* for *good*, *mornin'* or *mawnin'* for *morning*, or *goils* for *girls*.

NOTE. — "It is not enough for the teacher to say that a certain sound is wrong and to give the right sound; he must explain clearly how the sound is made, and, if need be, suggest mechanical means of making it. A child for instance, who continues to say *dood* for *good*, after being told to use the back instead of the front of the tongue, should be ordered to hold down the front part of the tongue with his finger. It is not enough to correct mistakes as they arise. When a teacher finds any sound presenting special difficulty, he should make a list of words in which that sound occurs, and give set lessons on them." (*The Art of Teaching*, by David Salmon, Longmans, Green & Co.)

6. Teaching a Rhyme. (See INTRODUCTORY LESSONS.) Begin teaching the "Good morning" rhyme (Horace Mann Primer, page 12). Sing the first stanza (the teacher's part) to the children. Teach them to sing the second stanza (the children's part) to the teacher. See that both stanzas are sung with spirit and with appro-

priate gestures. After school place this rhyme upon the blackboard in preparation for the next exercise. Or it may be written or printed in the form of a chart which may be hung up where the children can see it.

NOTE. — If the teacher prefers to use the script forms at first she may disregard the printed sentences, making use of the script sentences only. If she prefers to begin with print (and this plan is recommended) the script forms may be disregarded for a time. With little or no attention on the part of the teacher the children will learn to recognize the script forms, which may then be read along with the print.

LESSON 2. PRIMER, PAGE 2

RUN AND SKIP

1. Review. (Read page 1.) Let the teacher at this point call attention to the two boys in the picture on page 1 who are raising their hats or caps to the teacher. They take off their caps to the teacher; they say good morning to the teacher and to each other; they are polite children. Everyone likes them.

2. Thought and Word Development. Study the picture. "What are these children carrying? Where are they going? These children are in the picture on the first page. The little girl wants to speak to the little boy, but she does not know his name. What will she call him? ('little boy') (BB) (see Note). She is a polite little

girl. What do you think she says to the little boy? (BB) The little boy is polite too. What do you think he says to the little girl? (BB)

Just after the children said, 'Good morning,' to each other, they heard something. Shut your eyes and listen. Can you hear it? '*Ding, dong.*' What was it? Yes, it was the school bell. The little girl did not want to be late, so she cried out — (Let the children supply and the teacher write or print) — 'Run, little boy.' And the little boy ran and as he ran he called out (children), 'Run, little girl.' (BB) The little girl thought they could go faster if they skipped; so she called out (children) — 'Skip, little boy.' (BB) So the little boy skipped and as he skipped, he cried out — 'Skip, little girl.' (BB) So they ran and skipped and got to school in time."

3. Reading from the Blackboard. (See 1, 2; also Note.) The teacher may pause as each sentence ("story") is developed and place it upon the blackboard and have the children read, or she may complete the development and defer the "reading" until all the sentences appear upon the board.

Good morning, little boy. Good morning, little girl.	little boy girl
Run, little boy. Run, little girl.	run
Skip, little boy. Skip, little girl.	skip

Have the children (1) read any 'story' they know.
(2) show where it says, "Skip, little boy."
(3) read the 'story' to the teacher or some child.
(4) read designated 'stories' on the board.

4. Word Study. At this point it may be well for the teacher to call attention to the new words. But do not *drill* upon them. Let the first few lessons deal with complete thought units.

5. Reading from the Book. Page 2.

6. Silent Reading and Doing. Have two or three boys and as many girls (as many as there is room for) come to the front of the room. "Do what the crayon says." Have the right person or persons (boys, girls, etc.) do the right thing.

Run.
Run, girls, run.
Skip, boys, skip.
Skip, girls, skip.
Run, boys, run.

Have all take seats but one boy and one girl.

Skip, little boy.
Run, little girl.

Skip, little girl.
Run, little boy.

7. Ear Training. (BLIND MAN.) One child is blindfolded by means of a paper bag or other device, and stands

in the center of the circle of children. Certain players indicated by the teacher speak to him in turn, saying, "Good morning, John (Mary, James, etc.)," and he tries to recognize the voice of the speaker. One child may be "blindman" until he fails to recognize a speaker.

8. **Enunciation.** (See preceding lesson) (*'ittle*).

9. **Labeling.** Display in some place where all the children can see them a picture of a boy and another of a girl with labels thus:

A girl a boy

"What do you see in this picture? What do you think it says here? What do you think it says here? Yes, this says *a boy* and this says *A girl.* What kind of an *a* is this? This? We use this big *A* at the beginning of 'stories.'"

After school place labeled pictures of *a rabbit, Kitty,* and *a ball.* (See INTRODUCTORY LESSONS, V, 6.)

10. Rhyme Study. (See preceding lesson, also INTRODUCTORY LESSONS.) While the children sing the second stanza the teacher should run the pointer under the lines, thus:

Good morning to you.

Let the children sing while one child uses the pointer imitating the teacher. After the singing let the children show where it says " Good morning." (All the places.)

11. Matching Words. (See INTRODUCTORY LESSONS, V, 4.) (Preparatory to Seat Work.) Arrange these sentences upon the blackboard thus:

Good morning, girls. Run, little boy. Skip, little girl.

Distribute irregularly about the room in positions where they can be seen and got at easily the word cards: *girl, little, boy, Run, Skip, morning.* Tell the children that you are going to let them play a game called " Matching." " Now who can find the card that ' matches ' this word? (Point.) And this?" When a word is selected have it "matched" with the word on the blackboard and ask the children if it is the right word. If not, the child must replace the card and look again. If the card is the right one, place it in the chalk tray under the same word on the blackboard. Continue the game till all the words have been " matched."

As soon as any child has shown his ability to do the work given above readily and correctly, give him an envelope containing small word cards (see 4, 11), covering the vocabulary of the first three or four pages of the Primer,

and let him build on his desk sentences upon the blackboard. Praise him: he has won the game. Encourage him to try to get his "matching" (or building) done before the others, and if he does let him help them.

NOTE. — In the various lessons the sentences under the heading, "Reading from the Blackboard," form unit groups, corresponding to the preceding development lessons. The blackboard sentences are as a rule different in form from those in the book though identical in vocabulary. Each set has a fourfold purpose:

(1) To teach new words.
(2) To prepare for reading in the book.
(3) To stimulate reading with expression.
(4) To fix difficult words and phrases by drill under the impulse of the thought.

Inexperienced teachers are advised to use this material substantially as given. Experienced teachers will naturally adjust it both in amount and character to the needs of their classes.

Here and elsewhere (BB) means that the teacher is to put on the blackboard some expression called for by the preceding statement or question. A full set of such expressions will always be found, in the order of their development, under the heading, "Reading from the Blackboard." For example, in this case the first (BB) corresponds to "little boy" in the first sentence under "Reading from the Blackboard"; the second (BB) to "Good morning" in the same sentence; the third (BB) to the second sentence, etc.

LESSON 3. PRIMER, PAGE 3

I Am and I Can

1. **Review.** Read page 2.

2. **Thought and Word Development.** "I am a woman: what are you, Jack? (BB) I am a woman. Now tell me the whole story about yourself. What are you, Jack? (BB) Watch what the crayon says. This tall letter that stands by itself says *I*. Are you a big boy, Jack? (BB) What can you do?" (BB)

3. **Reading from the Blackboard.**

a boy.	a boy
I am a boy.	I am
I am a little boy.	
I can run.	I can
I can skip.	
A boy can skip.	A boy
A girl can run.	

4. **Word Study.** Let this take the form of a drill upon phrases as indicated in the margin and below. Let the teacher point to these phrases and have the children read them from the blackboard; also form these phrases with word cards and let the children read them.

A little boy.
A little girl.

5. **Reading from the Book.** Read page 3.

6. **Silent Reading and Doing.** (See 2, 5.)

7. Ear Training. Stand, step, skip, stop, sit.

" Listen carefully, children, and do what I say."

Let the teacher pronounce slowly, slightly emphasizing and prolonging the initial letter.

8. Enunciation. (See 1, 5.) Correct any errors that may appear: (*tan* for *can*).

"When a child says *tum* for *come*, and *tin* for *king*, the correct articulation will be induced almost at the first trial by the simple expedient of holding down the forepart of the tongue with the finger. The effort to imitate the general effect will then force the back of the tongue into action; and in a few days at most the child will, without any assistance, form *k*, *g*, and *ng* where before it could only utter *t*, *d*, and *n*." (*The Faults of Speech*, by Alexander Melville Bell, page 2.)

9. Labeling. A ball. Baby.

10. Rhyme Study. Continue work upon the "Good morning" rhyme as in preceding lesson.

11. Word Matching and Seat Work. As in 2, 10. (See INTRODUCTORY LESSONS.)

LESSON 4. PRIMER, PAGE 4

The Little Rabbit

1. Review. Read from the blackboard.

I am a little boy.
I can run.
I can skip.

Read silently and do.

Skip, boys, skip.
Run, girls, run.
Skip, little girl.
Run, little boy.

2. Thought and Word Development. "Look at the upper picture. What do you see there? (BB) Watch the crayon. Can a rabbit run? (BB) Can he walk like a dog? What does he do when he wants to go slow? (BB) Tell two things a rabbit can do." (BB)

3. Reading from the Blackboard.

A rabbit.	**rabbit**
A rabbit can run.	
A rabbit can hop.	**hop**
A rabbit can run and hop.	**and**

4. Word Study. Show word cards: *rabbit, hop,* and all other words from previous lessons which the children have not thoroughly mastered. (Do not waste time in useless repetition.) " What does this word say? "

Have the children find the word on the blackboard, at the top of the page, and in the "stories." Have them point to the word in the book as the teacher passes through the aisles.

Cover part of a sentence — all but a certain word or phrase — and have the children read what remains.

5. Reading from the Book. Let us pretend that the rabbit can talk. The first four stories tell what the rabbit says to the little boy. The other stories tell what the little boy says to the rabbit.

6. Dramatization. Let one boy pretend that he is a rabbit. Let the rabbit (boy) meet a little boy. Let each read his part. Or, the rabbit and the boy may greet each other and talk without following the text exactly. More freedom of expression may be gained by this latter method.

7. Ear Training. Let the teacher pronounce the names of some of the children, as directed in the previous lesson, asking the children to point to the child named. (Point to M-ary.) Care should be taken to choose names the initials of which may be easily and smoothly prolonged, such as, for example: Mary, Martha, Mark; Sadie, Susie, Sam; Fannie, Frank; Nell, Nat; Rose, Ray; etc.

8. Enunciation. Note whether any child says *wabbit* for *rabbit* or *tan* for *can*. Give all such children individual training to correct their individual error. Break up the "baby-talk" habit at once.

If a child says *wabbit* for *rabbit* or *woll* for *roll* the trouble lies in his using his lips instead of his tongue. If he says *yabbit* for *rabbit* or *yun* for *run* the trouble lies in a wrong

use of the tongue, viz., with the tip low and the back high, the position for *y*.

In correctly uttering *r* the point of the tongue is raised nearly to the upper gum, while the middle of the tongue is depressed so that the breath strikes sharply on the free tip of the tongue. Tell and show the child how to place his tongue; if necessary use a 'tongue depresser' such as physicians use in examining the throat to pry up the tip of the tongue while the child tries to say *roll, round, rabbit,* etc. He will soon get the sound and a few lessons will produce a permanent cure.

9. Rhyme Study. Continue work with the "Good morning" rhyme. Allow children to point out any words they know. By this time some of the brighter ones will perhaps have "caught" the meaning of other words besides "Good morning." If they have, let them show what they know. If they know none of the other words, be content that they know "Good morning" and say no more. The mere question will stimulate curiosity and to-morrow you may be quite sure they will know a new word or two.

Begin to teach the action rhyme on page 7 of the Primer. The children who have been in the kindergarten will know it. To those who do not know it, teach the words and actions. Write or print the rhyme on the chart or the blackboard for the following day.

10. Drills. Rapid word drill with cards: *rabbit, and, hop, skip, run, boy, girl, boys, girls, little.* (See Part I, p. xxxvii.)

Phrase drill on the blackboard or with cards: *I am, I can, A boy, a little rabbit,* etc.

11. Seat Work. Upon a sheet of oak tag paper of convenient size write or print several familiar sentences. Double space the lines. Strike off upon a mimeograph or hectograph enough copies so that each pupil in the class may have two cards. (More copies may be struck off and reserved for future use.)

Cut half of these cards into slips each containing a sentence. Let the children match these slips with the sentences upon an uncut card, either superimposing the slips or "laying" them beneath the sentences they match. When the pupils have shown their ability to do this correctly, cut up some of the slips so as to form small cards each containing a word or a phrase. Give to each child an envelope containing all the words on two or more of the sentence slips. Have the children match these words with the words on the original uncut card, thus reproducing the original sentences. When a pupil has shown that he can do this well, let him help the slower ones or build other sentences of his own, or sentences from the book or from the blackboard. The children will show several degrees of ability in this work. In this as in all other work try to keep each one at work up to the limit of his ability. Individual work is always the most profitable.

In preparing these cards the teacher may use rhymes such as are found on pages 7, 12, 15, etc., of the Primer, or a series of sentences such as those found on the early pages of the Primer.

LESSON 5. PRIMER, PAGE 5

Playing Ball

1. Review.

I am a little rabbit.
I can run and hop.
Boys and girls can run and hop.

2. Thought and Word Development. "What do you see in this picture? (BB) What can Kitty do?" (BB)

3. Reading from the Blackboard.

I can see Kitty.	see Kitty
I see a ball	ball
I see kitty and a ball.	
Kitty can play.	play
Kitty can play ball.	

4. Word Study. As in 4, 4.

5. Reading from the Book. Page 5.

6. Ear Training. Let the children listen and do without repeating.

M ary m ay r un.
S kip, Frank, s kip.
B oys, s tand.
B oys, s it.
Girls, s tand.
Girls, m arch.
Girls, s it.
Boys, s tand.
Boys, m arch.
Boys, s top.
Boys, s tep.
Boys, h op. Etc. Etc.

7. Enunciation. Drill to correct errors. (*Titty* for *Kitty*.) See 1, 5; 3, 8; 4, 8.

8. Seat Work. Continue the work suggested in the previous lessons, adapting it to the ability of each child. The following is the order of difficulty:

(1) Matching the words on large word cards with the words on the blackboard or on the chart.

(2) Matching single words on small word cards.

(3) Matching the sentence slips with the sentences on the large oak tag cards.

(4) Matching the small word cards with the words in the sentences on the large oak tag cards.

(5) Laying the small cards to form sentences like those on the blackboard, on the chart, or in the book.

(6) Building original sentences (stories).

9. Rhyme Study. Sing the "Good morning" rhyme. Let the children point out the words they know.

Sing and act the action rhyme on page 7 of the Primer. Let the children point out all the words they know.

LESSON 6. PRIMER, PAGE 6

See Me Play Ball

1. Review.

I am a little boy.
I can play ball.

I am a little girl.
I can play ball.

I am little Kitty.
I can play ball.

2. Thought and Word Development. Let the teacher provide herself with a ball and by appropriate actions and questions develop the sentences given below and write or print them upon the blackboard.

3. Reading from the Blackboard.

See my ball.
See me bounce my ball.
See me catch my ball.

I can play ball.
I can catch a ball.
I can bounce a ball.
I can bounce and catch a ball.

4. Word Study.

(1) Show cards: *bounce, catch, me, my.*
(2) Read the words at the top of page 6.
(3) Find the words in the "stories."
(4) Rapid word drill upon all words learned thus far.

5. Reading from the Book. Page 6.

6. **Silent Reading and Doing.**

Play ball.
Bounce a ball.
Catch a ball.

Skip, little girl, skip.
Hop and skip, little girl.
Run and hop, little boy.

7. **Ear Training.** (As in preceding lesson.)
8. **Enunciation.** (As before: "ketch" for catch.)
9. **Drills.** Rapid Word and Sentence Drills. (See 4.)
10. **Seat Work.** (As before.)
11. **Rhyme Study.** (As in preceding lesson.)

LESSON 7. PRIMER, PAGE 7

I Put my Little Hands in

1. **Rhyme Study.** (See Introductory Lessons.)

(*a*) Using the book let the children repeat the rhyme, running their fingers under the lines as they say the words. Try to secure the proper phrasing.

(*b*) Repeat the rhyme as directed in (*a*), stopping at certain words and asking, " What does this word say? "

Sing and act the rhyme with *shake, shake, shake,* instead of *clap, clap, clap.* Substitute *shake, shake, shake,* for *clap, clap, clap,* on the blackboard. Sing and act (teacher and children).

2. **Word Study.** Show the new words on cards. "What does this card say? Find it at the top of the page.

Find it in the reading. Match this word with the same word in the rhyme."

If the children do not recognize a word have them go over the rhyme as in (*b*) until they find it. Continue this work until the children can recognize at sight and point out readily in the rhyme the new words: *my, hands, put, out, clap, shake.*

hands	boys	shake	put
hand	boy	shakes	puts

Place on the blackboard: *boys.* "What does this word say?" Erase the *s.* "What does it say now?" Treat *hands* in the same way. Then place *shake* on the board. "What does this say?" Add the *s.* "What does it say now?" Treat *put* and *puts* in the same way. Proceed in the same manner with *clap, skip, hop,* etc., until the children can readily make the change.

Vary by *covering* instead of erasing.

3. Reading from the Book. Page 7, the five sentences below the rhyme.

4. Silent Reading and Doing.

Clap hands, boys.
Shake hands, girls.
Shake hands, boys.
Clap hands, girls.
Run, boys, run. Etc.

5. Ear Training. (As before.)

Point to your mouth.
Point to your lips.
Point to the floor.
Point to the desk, window, etc.

"Do what I say": Stand, step, stop, sit.
Shake hands. Slap hands.

6. Enunciation. (*S'ake* for *shake.*) To make the sound of *s*: shut the teeth almost together; raise the tip of the tongue almost to the upper gum and 'blow' out the breath.

To make the sound of *sh:* shut the teeth almost together; slightly raise the middle and also the tip of the tongue and blow out the breath.

For *sh* the tip is drawn farther back than for *s*. If, therefore, the child says *s* for *sh*, and imitation fails to correct the error, have him place the tongue in position to say *s* and then *draw it back* slightly, at the same time blowing out the breath. If he says *sh* for *s* have him raise and advance the tip of the tongue and blow. If necessary use some suitable instrument to push back or pry up the tongue.

7. Seat Work. Sentence building.

NOTE. — The object of this and all similar exercises is to develop the "sentence sense" — the power to grasp quickly and accurately the total meaning of a group of related words.

LESSON 8. PRIMER, PAGE 8

My Baby

1. **Review.**

Put out hands.
Clap hands.
Shake hands.

2. **Thought and Word Development.** Develop *give* from the rhyme on page 7. (Have the children find it themselves.)

Develop *gives* from give. (See 7, 2.)

Develop *baby* from picture. (If the "labeling" has been done, this word will need no attention.)

Develop *her* thus: "I know a baby that will do whatever she sees me do."

I shake my hands.
Baby shakes her hands.
I clap my hands.
Baby claps her hands.

3. **Word Study.** (As before.)
4. **Reading from the Book.** Page 8.
5. **Rapid Word Drill.** All words learned thus far.
6. **Ear Training.** As in previous lessons.
7. **Enunciation.** (As before.) (*Tlap* for *clap*.)
8. **Labeling.** A dog. A Kitten.
9. **Seat Work.** " Lay " or build sentences.
10. **Rhyme Study.** Prepare " Kitty's Name," page 15, on chart or blackboard.

LESSON 9. PRIMER, PAGE 9

What Baby Likes to Do

1. **Review.** (BB or cards.)

"What can boys do?"

Boys can play ball.
Boys can catch a ball.
Boys can bounce a ball.
Boys can shake hands.

"What can girls do?"

Girls can bounce a ball.
Girls can shake hands.
Girls can clap hands.

"What can baby do?"

Baby can play ball.
Baby can catch a ball.
Baby can clap her little hands.

2. **Word and Thought Development.** Study the picure. "What does baby like to do with the ball?" (BB)

3. **Reading from the Blackboard.**

Baby likes to play.	likes to
Baby likes to play ball.	
Baby likes to catch the ball.	the ball
Baby likes to roll the ball.	roll
Baby rolls the ball to me.	rolls
I like to play ball.	play

4. Word and Phrase Study. (Emphasize the hissing sound.)

rolls	likes	clap	skip	the ball	to a boy
roll	like	claps	skips	the baby	to a girl

Show cards; find words in head-list; find them in the "stories."

5. Reading from the Book. Page 9.

6. Ear Training. "Turn to page 63. What does the goose say? See the crooked letters. They say s-s-s too. I am going to say some words. You may hiss s-s-s whenever you hear the goose letter: *like, likes, clap, claps, skips.*"

Place on the blackboard: *see, dog, likes, puts, catch, skip,* etc.

"Point to the hissing letters. Say the words that have hissing letters."

7. Enunciation. Review words that need attention.

8. Rapid Word Drill. From blackboard or word cards.

9. Labeling. Bunny. Cabbage. Pony.

10. Seat Work. "Lay" sentences.

11. Rhyme Study. "Kitty's Name," from chart or blackboard.

Let the children find all the words they know.

LESSON 10. PRIMER, PAGE 10

Little Dog Fun

1. Review.

See me and my baby.
I give baby my hand.
Baby gives me her hand.
Baby can shake hands.
Baby likes to shake hands.

2. Word and Thought Development. Study the picture. "What do you see in the picture? (BB) Would you like to know what the little dog's name is? It is a *funny* name. (BB) Have you a dog? Can your dog do any tricks? What trick can Fun do? Can Fun shake hands? (BB) Yes, the boy says, 'Shake hands, Fun.' What does Fun do? (BB) What does the boy do? (BB) Then what do they do? (BB) Then the boy pats his dog."

Is and *name* may be developed from the rhyme "Kitty's Name" if the work on that has been sufficiently advanced.

3. Reading from the Blackboard.

I see a boy and his dog.
His name is Fun.
Fun can shake hands.
Fun puts out his paw.
The boy puts out his hand.
The boy and the dog shake hands.
Good little Fun!

dog his
name Fun is

4. **Word Study.** From blackboard, head list, and text.

5. **Reading from the Book.** "Now let us read what the boy says about the dog. Read the 'stories' to yourselves. If there are any words you do not know, show them to me. I will put them on the board and we will find out what they say."

6. **Ear Training.** Place on the blackboard:

boy	ball	paw	hand	name	roll	run
boys	balls	paws	hands	names	rolls	runs

Teach the children to sing the following rote song:

Into the blossom,
Z-u-m goes the bee.
Out again, in again,
Z-z-z, z-z-z.

(For music see *The Song Primer* — Bently, page 2.)

Or tell a story about a bee.

Or ask these questions: "Did you ever see a bee? Did you ever hear a bee? What does a bee say?"

Let the teacher pronounce one or two pairs of the words given above, and then call upon different pupils to pronounce the other pairs. "Tom may say these words. The rest of you may say z-z-z whenever you hear anything like the buzzing of the bee."

7. **Rhyme Study.** Continue the study of the "Good morning" rhyme, Primer, page 12.

LESSON 11. PRIMER, PAGE 11

Ben and His Little Dog Fun

1. Review. (Read page 10.) Study "Kitty's Name" nd place "That is why her name is Dot" on the black-oard.

2. Thought and Word Development. "Look at the icture on page 10. Would you like to know what that oy's name is? (BB) You know what the dog's name ;. (BB) Don't you think Fun is a funny name for a og? Why did Ben give his little dog such a funny name? et us ask Fun. Perhaps he will tell us. Fun, why is our name Fun? (BB) Let us ask Fun one more ques-on. Fun, why do you love Ben?" (BB)

3. Reading from the Blackboard.

That is why her name is Dot.	That why
His name is Ben.	Ben
The dog's name is Fun.	Fun
I like fun.	fun
That is why my name is Fun.	
Ben loves me.	loves
That is why I love Ben.	love

4. Word Study. Word cards, blackboard, and book.

5. Reading from the Book. "Now we are ready to ead what Fun says. Read the first two 'stories' to ourselves. Now, who will read them both to me?" Etc.

6. Dramatization. Let one boy personate Fun; an-ther Ben. Let Ben read page 10; Fun, page 11.

7. Ear Training.

run fun can Ben name not net

(1) Let the teacher pronounce all of these words, slightly emphasizing and prolonging the common element (n).

(2) Let the teacher sound one of the words, emphasizing and slightly prolonging the *n*, and then call upon the children to pronounce the word in the ordinary manner. So with each word in turn.

(3) Let the teacher sound the words as before, requiring the pupils to imitate.

The object of this work is to train the children (1) to hear the sounds of letters clearly and (2) to enunciate distinctly the sounds which have been heard. To effect this purpose the pupil must not only hear the sound as uttered by the teacher and by himself, but he must also "feel" the sound as he himself utters it.

8. Enunciation. Remedy any defects which may appear.

9. Rapid Word Drill. (As before.)

10. Seat Work. (As before.)

11. Rhyme Study. Continue the study of the "Good morning" rhyme, Primer, page 12. (See 7 and also the INTRODUCTORY LESSONS.)

LESSON 12. PRIMER, PAGE 12

Good Morning

1. Word Study. Let the children repeat the "Good ıorning" rhyme, running their fingers under the lines as ıey read. Let them find *you, glad, dear* in the rhyme and t the top of the page.

2. Reading from the Book. "Look at the picture. Vhat do you see in the picture? Who is the woman? 'es, she is the baby's mother. What is she doing? She ; singing 'Good morning' to the baby. The book tells s right by the picture what she is singing. Who can read .?" (The "I'm" will probably give no trouble. The ɜnse tells what it is. Let the children make it out for ıemselves if they can.)

3. Reading from the Blackboard. By this time the hildren should have become familiar with the script 'hich they have seen in the "head-lists" and at the ottom of the page. Here and hereafter have the script ɜad wherever it occurs. Place on the blackboard in rint and script: Good morning, baby dear. I'm glad to ɜe you.

4. Dramatization.

5. Silent Reading and Doing.

I roll the ball to you.
Catch the ball.
Roll the ball to me.
Bounce the ball.

Hand the ball to me.
Give the ball to a girl.

6. **Ear Training.** (Call this the " whirring " sound.)

roll	run	rise	round	rose	
bur	her	fur	sir	girl	etc.

For treatment of these words, see 11, 7.

7. **Enunciation.** Drill upon the correct enunciation of the words in 6.

8. **Rapid Word Drill.**

9. **Rhyme Study.** The " Kitty's Name " rhyme continued.

10. **Seat Work.** " Lay or build " sentences.

LESSON 13. PRIMER, PAGE 13

My Name is Dot

1. **Review.**

Good morning, Fun.
I'm glad to see you.

Good morning, Kitty.
I'm glad to see you.

I like fun.
That is why my name is Fun.

2. **Thought and Word Development.** Study the picture and develop the following sentences. *Dot* and

retty may be developed from the rhyme "Kitty's Name."

3. Reading from the Blackboard.

	Kitty
I see a kitten.	kitten
I'm glad to see her.	
The kitten is pretty.	pretty
That is why I'm glad to see her.	
I see her paws.	
Her name is Dot.	Dot

4. Word Study.

5. Reading from the Book. Page 13.

6. Ear Training. put paw play pretty

Let the children read these words from the book. Then pronounce them yourself, emphasizing the initial consonant. Lead the children to note that they all begin with the same letter and the same sound. Lead the children to understand that the first thing to know about a new word is *how it begins*. Lead them to note also that we can not tell what a word is from its beginning: we must see or hear the whole word. Now tell them you are going to pronounce words with the "p" sound in them and ask them to tell you where the "p" sound comes, — whether at the beginning, in the middle, or at the end:

clap	skip	hop	mop	drop	stop
clapper	hopper	chopper	pat	stopping,	etc.

Remember that "p" is a whisper (voiceless) consonant. (See 73, 1.)

7. **Enunciation.** Teach the children to pronounce clearly the following:

Peter Piper picked a peck of pickled peppers.

8. **Drills and Reviews.** Rapid Word and Sentence Drills.

9. **Seat Work.** "Laying" or building sentences.

10. **Rhyme Study.** "Kitty's Name" continued. (Page 15.)

LESSON 14. PRIMER, PAGE 14

My Kitten

1. **Review.** Read page 13.

2. **Thought and Word Development.** Study the rhyme and the picture on page 15 and from them develop the sentences given below. (The little girl is pointing to her kitten. She wants to tell us something.)

3. **Reading from the Blackboard.**

See my kitten.	
She is white.	she white
Her name is Dot.	
Why is her name Dot?	
See that dot.	
That is why her name is Dot.	
She is a good kitten.	
She is pretty, is she not?	not
She is very pretty.	very

4. **Word Study.** Word cards: *she, white, not, very.* Find them in the rhyme and on page 14.

5. **Reading from the Book.** Read page 14.

6. **Ear Training.** Spot, dot, not, cat, put, that, etc. (See 1, 7.)

7. **Enunciation.** Drill to correct errors. See previous lessons.

8. **Drills and Reviews.** Rapid word and sentence drills.

9. **Seat Work.** Build sentences.

LESSON 15. PRIMER, PAGE 15

1. **Thought and Word Development.** Study the rhyme and the picture. (See Lesson 7.)

2. **Word Study.** Word cards: *But, one, all, spot, black, very, not, white, she, pretty, name, that, why, her,* etc. Find these words in the rhyme and the head-list.

3. **Reading from the Blackboard.**

See that kitten.	
She is a white kitten.	
She is white, but not all white.	but all
Her name is Dot.	
Why is that her name?	
Can you not see that black spot?	spot black
I can see one black spot.	one
That is why her name is Dot.	

4. **Ear Training.** Use the foot-lists. Read them up and down.

can	dog	girl	like
clap	dot	give	love
catch	dear	good	little

Have the children note of their own accord, if possible, the words that rhyme. Have the children give other words that rhyme with *dot: hot, got, lot, pot, shot, slot, blot, rot,* etc.

5. Enunciation. Drill for correct pronunciation of *white, why, which, when, what,* etc. Remember that *wh = hw;* but many children omit the *h* sound. Thus, instead of saying *which* (= hoo-itch) they say *witch* (= oo-itch).

To correct this trouble the following devices are suggested:

(*a*)

Directions to the children:

1. Hold your hands in front of you, so. (About fifteen inches from the mouth.)

2. Take a deep breath: fill your lungs *full.*

3. While blowing out your breath so that you can feel it on your hands, say *what* (or *which, when, where,* etc.).

(*b*)

Same as (*a*) except that the children are told to try to blow out an imaginary candle held at the same distance from their mouths.

(*c*)

1. Pronounce the two words: who itch.

2. Pronounce them together quickly; more quickly still.

3. Pronounce them as one word.

Where (= who air) may be treated in the same manner.

After mastering *which* and *where*, the children should be able to enunciate correctly *what, when, why* (= who I), *whether*, etc.

The above drill is based upon the fact that *w* is practically equivalent to *oo* (not prolonged) and *wh* (= hw) to *who* (= hoo). (See Webster's International Unabridged Dictionary.)

6. Drills and Reviews. Rapid word and sentence drills.

7. Seat Work. Build the rhyme.

LESSON 16. PRIMER, PAGE 16

1. Thought and Word Development. Silent reading with appropriate actions, questions, and answers. "Who has a ball? John has a ball. John may stand. Watch the crayon. Do what it says. If it asks a question, answer that question."

2. Reading from the Blackboard.

Run to me, little boy.	
Hand me that ball.	
Is the ball my ball?	
Is the ball her ball?	
Is it his ball?	it
Is it your ball?	your
Bounce the ball and catch it.	
Hand it to a girl.	

Give it to her.
Hand it to that boy.
Give it to me.
Roll it to that girl.

3. **Reading from the Book.** Read page 16.

4. **Ear Training.** Have the children give words that rhyme with: ball, hand, me, it, can, run, etc.

5. **Enunciation.** *The, this, that, them, then, those,* etc. (*d* for *th*).

" *Th* is formed between the tip of the tongue and the upper teeth, with the edges of the tongue flattened against the side teeth to obstruct the breath at all points but the tip." (From *The Faults of Speech,* by Alexander Melville Bell.)

If a child says *de* for *the* or *dat* for *that* the main trouble lies in the position of the tongue: it is back of the upper teeth instead of between the upper and lower teeth. The remedy is simple. Tell the child to bite his tongue and blow. With *breath* only, this gives *th* as in *thin, death,* etc. For *th* in *this, that,* etc., tell the child to bite the tongue and blow and make a sound in the throat. Also have the child practice making the continuous sound, th-th-th (both vocal and non-vocal), thus helping him to feel the difference between it and the explosive *d.*

6. **Drills and Reviews.** Rapid word and sentence drills.

7. **Seat Work.** Build sentences.

8. **Labeling.** Bunny. A pony.

LESSON 17. PRIMER, PAGE 17

Baby and Bunny

1. Review.

See that white rabbit.
That is Ben's rabbit.
Ben feeds his rabbit.
Ben likes to feed his rabbit.

2. Thought and Word Development. Picture study and story.

One morning Baby was lonesome. She wanted some one to play with. Big brother Ben and sister Kate were at school. Kitty had hidden away somewhere where Baby could not find her. So Baby got her big ball. Then she went out into the yard. There she met a white rabbit. She knew the rabbit's name; so she said — What do you think she said? (Children) "Good morning, Bunny." (BB). And Bunny said, "Good morning, Baby. I'm glad to see you." (BB) Now Bunny was looking at the big ball. He thought it must be something good to eat. Something big and round that rabbits like to eat. What do you suppose he thought it was? Yes, he thought it was cabbage. So he said, — "Give me that cabbage." (BB) Then Baby laughed and said, — "That is not cabbage. It is not like cabbage. It is a ball. I can play ball. Can you play ball, Bunny?" (BB) But Bunny said, — "I can not play ball." But I can (How does a rabbit eat? You know he takes little bites. What do we say he does)?

Yes, Bunny said, — " I can nibble cabbage. I like to nibble it. Ben feeds me cabbage." (BB) Then Baby laughed again and said, — " I can not give you cabbage. Ben can give it to you. You can nibble Ben's cabbage. I like to play ball. Play ball, Bunny." But Bunny said, " I can not play ball. I like to play ' nibble cabbage.' I like Ben. He feeds me cabbage. I see Ben." (BB) And so off ran Bunny to meet Ben and Ben gave him cabbage to nibble. Then Ben and Baby had a game of " Roll the Ball."

3. Reading from the Blackboard.

Baby.	Good morning, Bunny.	Bunny
Bunny.	Good morning, Baby.	
	I'm glad to see you.	
	Give me that cabbage.	cabbage
Baby.	That is not cabbage.	
	It is not like cabbage.	
	It is a ball.	
	I can play ball.	
	Can you play ball, Bunny?	
Bunny.	I can not play ball.	
	But I can nibble cabbage.	nibble
	I like to nibble it.	
	Ben feeds me cabbage.	feeds
Baby.	I can not give you cabbage.	
	Ben can give it to you.	
	You can nibble Ben's cabbage.	
	I like to play ball.	
	Play ball, Bunny.	
Bunny.	I can not play ball.	
	I like to play "nibble cabbage."	
	I like Ben.	
	He feeds me cabbage.	
	I see Ben.	

4. Reading from the Book. Read page **17.**

LESSON 18. PRIMER, PAGE 18

Bunny

1. Thought and Word Development. Turn to the picture on page 4. Study the picture and develop the sentences given below.

2. Reading from the Blackboard.

See that rabbit.	
See him run.	
See his heels.	heels
The rabbit kicks up his heels.	kicks up
The rabbit likes fun.	
His name is Bunny.	
That is a funny name, is it not?	funny

3. Reading from the Book. Page 18.

4. Ear Training and Enunciation. Place on the blackboard.

cabbage	nibble	little	Bunny	funny	morning
cab bage	nib ble	lit tle	Bun ny	fun ny	morn ing
cab	nib	lit	Bun	fun	morn

(1) " What does this word say? " (*cabbage*)

(2) Let the teacher pronounce *cab bage* so as to bring out *cab*.

(3) " Who can tell me what this word is?" (*cab*)

(4) Let the children pronounce *cabbage, cab'bage* and *cab* as the teacher points.

Treat in the same manner the other words. Vary by *covering;* also by using word cards.

5. Ear Training. Practice on the foot-lists. Emphasize the *b*. Do not attempt to prolong it much; do not at this stage pronounce it apart from the rest of the word; it is an " explosive," but let it ' explode ' into the following consonant or vowel. (See 75, 1).

boy	black	baby	Ben
ball	Bunny	bounce	but

6. Enunciation. Drill to correct errors. (" *tabbage* ") (See 3, 8.)

5. Silent Reading and Doing.

Run.
Skip.
Hop.
Run and skip.
Run and hop.
Run and kick up your heels.

6. Seat Work. Build sentences.

7. Rhyme Study. Begin the " Pussy Cat " rhyme on page 25, using chart or blackboard and book.

LESSON 19. PRIMER, PAGE 19

Spot and His One Trick

1. Review.

Ben has a little dog.
The dog's name is Fun.
That is a funny name.
Fun can kick up his heels.

Ben has a rabbit.
The rabbit's name is Bunny.
Bunny is a funny name.
Bunny can kick up his heels.

2. Thought and Word Development. "Who has ever had a horseback ride? When you are a little older perhaps you may. It is great fun. Once there was a little boy who lived in the country. His name was Tim and he had a pony all his own. Tim could ride his pony all alone. But he had to catch him first. One day Tim wanted a ride. So he went into the pasture where the pony was feeding. He was eating grass. He ate so much that it made him fat. Tim called out, 'Come Spot, come Spot!' But Spot would not come. Then Tim walked toward the pony very slowly, till he got very near him. Then Spot turned around and kicked up his heels right in Tim's face. That was his trick. Spot thought it was fun to kick up his heels.

"Then Tim got a handful of nice green grass and held it out to Spot and called, 'Come Spot, come Spot!' Spot saw the fine grass and thought it would taste good. Besides he liked Tim and meant to let himself be caught.

So slowly, very slowly, he walked toward Tim till he could nibble the grass from his hand. Then Tim quickly slipped the bridle over Spot's head and the pony was caught. Then Tim led Spot to the barn and put on the saddle and had a fine ride."

3. **Reading from the Blackboard.**

See my pony.	pony
His name is Spot.	
Spot has one trick.	trick
He likes to kick up.	he
He likes to kick up his heels.	
That is his trick.	
But I can catch him.	
Spot is a fat pony.	fat
He likes to nibble grass.	

4. **Word Study.** Word cards: *pony, fat, he, trick.* Find these words on the blackboard; in the head-list; in the reading.

5. **Reading from the Book.** Page 18.

6. **Ear Training.** Use lists at the bottom of page 19. Remember that *h* is a whisper (voiceless) consonant.

he	her	his
heel	hand	hop

7. **Enunciation.** Special drill to correct errors.

8. **Seat Work.** " Lay " sentences.

9. **Drill.** Rapid sentence drill.

10. **Labeling.** Draw a picture of a pony on the blackboard and label the head and tail. If the teacher can not draw, let her use a picture of a pony or of some other animal.

LESSON 20. PRIMER, PAGE 20

Tim Taking a Ride

1. Word Study. Compare these forms: (BB)

spot	Dot	she's
Spot	dot	he's

Word cards: *why, that, very, one, But.*

2. Reading from the Blackboard.

See that pony.
That is Tim's pony.
That pony is black.
His name is Spot.
Why is that his name?
See that one white dot.
That is why.
Spot is a pretty name, is it not?
It is a very pretty name.

3. Reading from the Book. Page 20.

4. Dramatization. How Tim caught his pony. (Two boys.)

5. Ear Training. (Words in words.)

his	fat	ball	hand	catch	your
is	at	all	and	cat	you

Sound *his* so as to bring out *is*. Let the children imitate, then ask them to sound *is*. Then have them pro-

nounce *his, is,* in the ordinary way. Proceed in the same manner with the other pairs.

This exercise may be given by writing *his, fat,* etc. (or using word cards) and covering or erasing the initial (or terminal) letters.

6. **Enunciation.** Drill to correct errors.

7. **Drills and Reviews.** Rapid word and sentence drills.

8. **Seat Work.** Build sentences.

LESSON 21. PRIMER, PAGE 21

Tim's Pony, Little Spot

1. **Review.** Read page 19.

2. **Thought and Word Development.** Study the picture on page 20 and by appropriate questions develop the following sentences. Let the pony talk. (If the labeling has been done as directed in 19, 10, *head, tail,* and *heels* will need no development.)

3. **Reading from the Blackboard.**

I am Tim's pony.	**Tim's**
I have one white spot.	
I have a pretty tail.	**tail**
I have a head.	**head**
I have heels.	**heels**
I can kick up my heels.	
Can you kick up your heels?	
Tim can kick up his heels.	

4. **Word Study.** Word cards: *Tim, head, heel, have.*

5. **Reading from the Book.** Page 21.

6. **Ear Training.** Use the foot lists.

heel	he	all	kick
head	me	ball	trick

7. **Enunciation.** Drill to correct errors.

8. **Drills and Reviews.** Additional drill on *have.* Rapid sentence drill.

I have a little pony.
I have a little dog.
I have a little kitten.
I have a little rabbit.
I have a little ball.
I have a head.
I have heels.

Have you, etc.

9. **Seat Work.** Build sentences.

10. **Labeling.** A puppy, A mouse, A cat.

11. **Rhyme Study.** Continue the study of the " Pussy Cat " rhyme, page 25.

LESSON 22. PRIMER, PAGE 22

Kate and her Kitten

1. Review.

I have a little rabbit.
I like to feed my rabbit.
I feed him cabbage.
Cabbage is good.
Bunny likes to nibble it.
Bunny likes me.
I am good to Bunny.
That is why he likes me.

2. Thought and Word Development. Study the picture and by appropriate questions develop the following sentences.

3. Reading from the Blackboard.

See that girl and her kitten.	
That girl's name is Kate.	**Kate**
Kate feeds her kitten.	
She feeds her milk.	**milk**
She puts the milk in a pan.	**in pan**
The kitten likes the milk.	
She laps it up.	**laps**
The kitten loves Kate.	
Why?	
Kate loves her.	

4. Word Study. From word cards, blackboard and book.

5. Reading from the Book. Page 22.

6. Ear Training.

tail	heel	clap	Kate	pan	pat
ail	eel	lap	ate	an	at

Treat these words as directed in 20, 5.

7. **Enunciation.** Why, which, what, when, where.

8. **Drills and Reviews.** Rapid word drill.

9. **Rhyme Study.** "Pussy Cat," page 25 from blackboard or book.

10. **Seat Work.** Build sentences.

LESSON 23. PRIMER, PAGE 23

Ben Feeds His Little Dog

1. **Review.** Read page 22.

2. **Thought and Word Development.** Study the picture and develop the sentences given below.

3. **Reading from the Blackboard.**

See that boy.	
See that little dog.	
The boy likes the little dog.	
He pats his head.	pats
The little dog wags his tail.	wags
I like to see him wag his tail.	him
The boy feeds the little dog.	
I like to see the little dog fed.	fed

4. **Word Study.** From word cards, blackboard and book.

5. **Reading from the Book.** Read page 23.

6. Ear Training and Enunciation. Drill on the foot lists.

he	pat	can	fun
his	pony	catch	fed
him	play	cabbage	feed

See 3, 8, for the sound *c*, *k* and how to make it. Find words in words: *is, at, lay, an, cat, cab, fee.* Add *s* to *pat, play*, etc., and *'s* to *pony.*

7. Drills and Reviews. Rapid word and sentence drills. (All words not sufficiently mastered.)

8. Seat Work. Build sentences.

9. Rhyme Study. Dramatize "Pussy Cat," page 25.

I. Let one child personate Pussy Cat; another the Queen; a third the little mouse. During this scene the children may give their imagination free rein, supplying words and actions to their heart's content so long as they retain the spirit of the rhyme.

II. Pussy Cat continues her travels until she meets a child who interrogates her as in the rhyme. In this dialogue let the actors hold to the exact words of the rhyme.

LESSON 24. PRIMER, PAGE 24

Tom and his Puppy.

1. **Review.** Read pages 22 and 23.

2. **Thought and Word Development.** From picture study and conversation.

Develop " Thank You " thus:

Prepare a card or cards saying " Thank you." (Two cards may be held together by paper clips.) Ask a child to bring you a book or some other article. " What do we say to people when they do something for us or give anything to us? I am going to say *thank you* to Jack without opening my mouth." (Show the card or cards.) " What does this say? This card says 'Thank you.' I am going to put it up here where any of you can get it, then we are going to play a little game."

" Kate may give a book to Charlie and Charlie must say ' Thank you ' to Kate without opening his mouth." Kate hands Charlie the book. Charlie goes and gets the card and holds it before her to read. " What did Charlie say to Kate?" etc., etc.

Properly managed games such as this can be made great fun for the children.

3. **Reading from the Blackboard.**

See the boy and the dog.	
The dog is a little dog.	
The little dog is a puppy.	puppy
The boy's name is Tom.	Tom

Tom gives milk to the puppy.
The puppy laps up the milk.
He licks the pan. licks
Thank you, Tom, thank you. thank

4. **Word Study.** From word cards, blackboard and book.

5. **Reading from the Book.** Page 24. "Look at the story below the picture. There are two parts to the story. The first part tells what Tom says to the puppy. The second part tells what the puppy says to Tom. Who will read what Tom says to the puppy? Who will read what the puppy says to Tom?"

6. **Ear Training and Enunciation.**

Place these words on the blackboard; have pupils sound them and give rhymes for each word.

lick wag lap fed Kate milk

7. **Drills and Reviews.** Rapid word and sentence drills.

8. **Seat Work.** "Lay" sentences.

9. **Rhyme Study.** "Pussy Cat," page 25.

LESSON 25. PRIMER, PAGE 25

1. **Review.**

See that kitten.
That is Kate's kitten.
Kate likes to feed her kitten.
She feeds her good milk.
The kitten likes the milk.
She laps it up.
She licks the pan.
I like to see a kitten fed.
The kitten loves Kate.
Why?
Kate loves the kitten.
That is why.

2. **Rhyme Study.** (See 7, 1.)

3. **Word Study.** Word cards: *mouse, cat, look, have, you, her.* "What does this card say?" If a child does not know, let him go over the rhyme till he finds out. "Match this word with the same word in the rhyme."

"Read the words at the bottom of the page."

4. **Ear Training.** (See 11, 7.)

mouse	cat	pan	like
morning	catch	pat	look

5. **Enunciation.** Drill to correct errors. See that children can sound properly *th* and *wh.* (See 15, 5 and 16, 4.)

6. **Drills and Reviews.** Rapid word and sentence drills.

7. **Labeling.** A lion.

8. **Seat Work.** Let the children reproduce the "Pussy Cat" rhyme with small word cards.

LESSON 26. PRIMER, PAGE 26

The Country Mouse

1. **Review.**

I see a pussy cat and a mouse.
The cat sees the mouse.
She likes the little mouse.
The little mouse sees the cat.

See the cat run.
Look out, little mouse.
See the little mouse skip.
See him run.
Run, little mouse, run.

2. **Thought and Word Development.** Picture study and story. "Once there was a little boy who lived in the city. Now this little boy was not very well, and so one summer he went to the country to stay with his grandmother. Can you find his grandmother's house in the picture? Can you find the little boy? He is out for a walk in the fields and he has found something strange to him. He knows about city mice that live in holes and come out at night to nibble his mother's cheese. But he has never heard of mice that can do what this little mouse is doing. What is the mouse doing? What do you think he is climb-

that wheat stalk for? Yes, he likes to nibble wheat.
: little boy used to have some tame rabbits at home.
fed them cabbage. So, he says to the little mouse,
:t me feed you, little mouse. (BB) Let me feed you
bage.' (BB) But the little mouse is frightened and
·ts to run away. So the little boy says, ' Why do you
, little mouse? ·(BB) Do you not like cabbage?
3) Or are you afraid of pussy cat? Do not be afraid.
ill not let pussy catch you.'

"But the little mouse ran on and the little boy followed,
. soon he found the house that the little mouse lived in.
vas hung on some wheat stalks and it was almost like a
l's nest. You can see it in the picture. You can see
little mice in the nest. You can see the little mouse,
, on top of the nest. If the little mouse could talk
ıt do you think she would say? I think she would say,
do not like cabbage. (BB) And I do not like kitty.
3) But kitty likes me. (BB) Do not let kitty see
. little boy.' (BB) That is what the little boy
ught the mouse meant. After awhile he went back
:he house. Do you think he told the pussy cat about
little mouse? "

3. Reading from the Blackboard.

Let me feed you, little mouse.	Let
Let me feed you cabbage.	
Why do you run, little mouse?	do
Do you not like cabbage?	Do
Do you see pussy?	
I will not let pussy catch me.	let will
I do not like cabbage.	
It is not good.	

I do not like kitty.
But kitty likes me.
I will run.
I will not let her catch me.
Do not let kitty see me.

4. **Word Study.** From word cards, blackboard and book.

5. **Reading from the Book.** Read the page, sentence by sentence; then let one child personate the mouse; another, the boy. Let each character read his part.

6. **Ear Training.** (See 11, 7.)

l ittle	tai l
l ike	hee l
l ove	ba ll
l ap	a ll
l ick	
l ook	
l et	

7. **Enunciation.** Review.

8. **Drill.** Rapid word drill. (Or steps, stones or ladder drills.)

9. **Seat Work.** Build sentences.

10. **Rhyme Study.** Place on the blackboard (or chart) the rhyme on page 27. Repeat the rhyme with the children, running the pointer under the line as the words are said. Place on the blackboard (or on cards):

1	2	3	4	5	6	7	8	9	10
one	two	three	four	five	six	seven	eight	nine	ten

LESSON 27. PRIMER, PAGE 27

I Caught a Mouse Alive

1. Review.

I see you, little mouse.
Look out, little mouse.

Pussy cat can see me.
She likes to catch a little mouse.

I will run.
Do not let pussy cat catch me.

Run, little mouse, run.
I like to see you run.
I will not let pussy catch you.

2. Thought and Word Development. Study the picure and rhyme as in previous lessons.

3. Word Study. From word cards, blackboard and ook.

4. Reading from the Blackboard.

I see a little mouse.
The little mouse is caught. caught
I will let the mouse out.
Run, little mouse, run.
Look out, little mouse.
Do not let the puppy catch you.

5. Ear Training and Enunciation. (See 11, 7.) Drill n the foot lists:

fat	pat	to	he
fun	pan	Tom	me
four	pony	tail	she
five	puppy	trick	see

6. **Drill.** Rapid sentence drill with cards.

Look out.
Look up.
Look in.
Look at me.
Look at him.
Look at her.
Look at that.
Look at pussy.
Look at Tim.

Do not let pussy catch you.
Do not let Fun catch you.
Do not let me catch you.
Do not let Kate catch you.

7. **Seat Work.** Build sentences.

8. **Story-Telling.** Tell in narrative form the fable of "The Lion and the Mouse." Make it as vivid and dramatic as possible. Call attention to the picture opposite page 28.

LESSON 28. PRIMER, PAGE 28

1. Review.

Fun caught two rabbits.
Pussy caught one mouse.
Tom caught his puppy.
Kate caught her kitten.
Tim caught his pony.
Baby caught the ball.

2. Thought and Word Development. Recall the fable nd study the picture. Compare the lion and the mouse. Jse the following sentences.

3. Reading from the Blackboard.

Do you see that lion?	lion
I see that lion.	
Is the lion little?	
The lion is not little.	
He is big.	big
Is the mouse big?	
The mouse is not big.	
A mouse is very little.	
But a lion is very big.	
So is a pony.	so

4. Word Study. From word cards, blackboard and ook.

5. Reading from the Book. Page 28.

6. Ear Training and Enunciation. (BB) (See 18, 4 nd 20, 5.)

cat	pat	pan	will	hand	heel	tail	catch
c at	p at	p an	w ill	h and	h eel	t ail	cat ch
at	at	an	ill	and	eel	ail	cat

" What is this word? " (cat)
" Sound it in two parts, slowly." (c at)
" What is this word? " (at)
(So for *pat, pan,* etc.)

7. Drills. Rapid word and sentence drills with card or from the blackboard.

8. Seat Work. Sentence building.

LESSON 29. PRIMER, PAGES 29, 30, 31, 32

The Lion and the Mouse

1. Thought and Word Development.[1]

(*a*) *Informal phonics — Word problems.* The children should now be ready to take a further step towards independent reading. They have already had some practice in distinguishing phonic elements, in finding words in words, and in changing words, so as to make other words. They are now to be taught how to make out *new words* for themselves.

The process does not involve formal phonic analysis, though as fast as phonic elements are developed they

[1] The teacher is advised at this point to develop all the new words found in the story in order that there may be no break in the continuity of the reading.

re used; and it does not call for formal teaching so ıuch as for the increasingly independent activity of the ıupils in dealing with an interesting, because practical, ıroblem.

The chief work of the teacher is to provide the materials ı the form of familiar words related to the new words, nd to show how to use them: the eager self-activity of he children does the rest.

For example, the new word *no* occurs in the lesson and he children are to make it out through the familiar words *ame* and *so*. From *name*, by bringing out the initial ɜtter (as they have been taught to do) they derive *n;* rom *so*, by dropping *s* (as they have also had practice in .oing) they derive *o;* and from these elements they eadily make out *no*, the answer to the problem.

It should be carefully noted by the teacher that this ɜ a problem in construction, and as such is essentially lifferent in its effect on mental powers and mental habits rom mere drill in recognition.

Word problems: *no, not, go, see, O.*

ıame so	not let	give so	will see	so
ı ame s o	n ot l et	g ive s o	w ill s ee	s o
ı o	n et	g o	w ee	O
no	net	go	wee	

"We are to find out what this word says." (*point*)
"What does this word say?" (*name*)
"What does this letter say?" (*n*)
Proceed in the same manner with *so* and *o*.

"Do not speak aloud, whisper. What do these two letters say?" (*n* and *o*)

"Whisper them together." (*n-n-n o-o-o*)

"What does this word say?" (*no*)

Let the teacher help the children with this exercise all that may be necessary. The amount of assistance needed will depend upon the care and thoroughness with which the exercises in Ear Training and Enunciation given in the preceding lessons have been treated. The only new thing in this exercise is the *blend.*

If the children do not get the word by whispering the sounds together, the teacher should show them how to do it by softly sounding the letters together herself, slowly at first and then more rapidly until the individual sounds become merged into the word, the children imitating in a whisper.

The teacher may of course, if she deems it advisable, allow the children to make the blend by sounding the letters aloud; but experience has shown that the "whisper" blend is better than the oral blend, and the silent or "thought" blend better than either. As soon as the power to make the thought blend has been developed, the children should be trained to think the problems through silently, giving oral expression to the result (the new word) only. Oral blending, if practiced at all, should be confined to such sounds as may be easily prolonged. "It has been pointed out by more than one writer, that the frequent attempts on the part of the child to give the powers of such letters as d, b, p, t, etc., without any accompanying vowel sound, has a tendency to produce

stammering." (*The Principles and Practice of Teaching and Class Management*, by Joseph Landon.)

(*b*) Study the pictures on pages 29, 31 and 32; and by appropriate questions, based upon these pictures and upon the story (see 27, 8), develop the following sentences. Before beginning to read these sentences explain the use of the words in the margin (*lion* and *mouse*): they show who is talking and are not to be read (except silently). Show these words also in the book.

2. Reading from the Blackboard.

Lion.	I have caught you, wee mouse.	wee
Mouse.	Let me go.	go
Lion.	No. O, no.	No
Mouse.	O, do let me go.	O
Lion.	O, no, I will not let you go.	
Mouse.	O, please let me go.	please
	Let me go now.	now
	I will help you.	help
Lion.	A mouse is too little to help me.	
Mouse.	I am little, but I can nibble a net.	net
	Please let me go.	
Lion.	Yes, I will let you go now.	Yes
Mouse.	Thank you, good lion, thank you.	

3. Word Study. From word cards, blackboard and book.

4. Reading from the Book. Pages 29, 30, 31, 32.

Before beginning to read explain that the words in parentheses on page 32 (nibble, nibble) are not to be spoken, but acted. Read the dialogue straight through in the ordinary manner, and then go over it again, having one child read the part of the lion and another that of the mouse. The actors may be changed for each act. En-

courage the children to put as much life and vigor into this dramatic reading as possible.

5. Dramatization. Let the children take parts of the Lion and the Mouse, two different children for each act. Tell them that the fairies have changed them. Pin cards on them marked MOUSE, LION. Place sentences from the story on the board. Let the two children read their proper sentences, the other children keeping a sharp look-out to see that the lion reads only the lion's share, and the mouse only his share.

I

Mouse. Wee, wee.
Lion. I have caught you.
Mouse. Let me go.
Lion. No, no.

II

Mouse. O please let me go.
I will help you.
Lion. You are too little.
Mouse. I am little, but I can help.
Lion. Go, little mouse, go.
Mouse. Thank you, big lion.

III

Lion. I am the lion that caught the mouse.
I am caught now.
I am caught in a net.
Will the little mouse help me?

IV

Mouse. Is that you?
Lion. Yes, it is I.
Mouse. I will help you.
Lion. Thank you, good little mouse.

6. Ear Training and Enunciation. Drill on the foot-lists, pages 29, 30, 31, 32.

(29)

so	see	spot	skip

(30)

let	lick	like	look
lap	little	love	lion

(31)

no	net	now	name

(32)

dear	do	fed	head
dog	dot	feed	hand

7. Drills and Reviews. Rapid word and sentence drills.

8. Seat Work. Build sentences.

9. Rhyme Study. Have the children repeat orally the rhyme on page 33. If they have learned another version they will need help on the third line.

LESSON 30. PRIMER, PAGE 33

THIS LITTLE PIG

1. Thought and Word Development.

(*a*) Word problems: *at, bit, pig.* (See 29)

cat c at at	boy b oy .b it bit	pan big p an b ig p ig pig

(*b*) Rhyme study.

Treat this rhyme as directed in the INTRODUCTORY LESSONS and 7, 1, etc.

Teach *this* and *had* from the rhyme.

Let the children say the rhymes to their fingers.

2. Word Study. As in previous lessons.

3. Ear Training and Enunciation. Review *th* and *wh*. (See 15, 5 and 16, 4.)

4. Drills and Reviews. Rapid word and sentence drill.

5. Dramatization. Re-act "The Lion and the Mouse" without the book. Encourage the children to put as much life and snap into it as possible. Encourage them to follow the version in the book, but do not insist upon it in such a way as to check their enthusiasm.

6. Word Problems. (For practice.) *hat, bat, mat, sat, rat, bad, mad, pad, sad, shad, sit, fit, hit, pit, wit.*

had cat	bit hat	him fat	this mat	roll sat
h ad c at	b it h at	hi m f at	thi s m at	r oll s at
h at	b at	m at	s at	r at
hat	bat	mat	sat	rat

but had	my bad	put mad	see pad	she pad
b ut h ad	m y b ad	p ut m ad	s ee p ad	sh e p ad
b ad	m ad	p ad	s ad	sh ad
bad	mad	pad	sad	shad

so bit	feed sit	head fit	paw hit	will pit
s o b it	f eed s it	h ead f it	p aw h it	w ill p it
s it	f it	h it	p it	w it
sit	fit	hit	pit	wit

In dealing with these word problems "the teacher should carefully avoid taking answers in such a way as to allow one pupil to lead or guide another, or to make it possible for the slower pupils to follow the lead of those that are brighter. In harmony with the fundamental law of self-activity each pupil should think and answer independently. It will not do to let the names of words be spoken aloud as soon as they are discovered, or the slower pupils will get little development and they will be trained to rely on others and give as their own, answers worked out by others. It is astonishing how instantaneously pupils in a class will catch the answer given by a leader in simultaneous answering."

"In solving eye problems, the pupils should raise their hands when they think they have solved the problems given, and as the hands are raised the teacher should step in front of each pupil, place an open hand on each side of the child's mouth to prevent others hearing, and lean forward to allow the child to whisper the word or sentence that has been written on the board. A smile or the shaking of the head will indicate the result to the child.

"If wrong, the child at once tries again to find where he has gone wrong in either ear or eye problems. These exercises guided by a good teacher will develop as much concentration of effort and enthusiasm as any exercises that can be given in school, not excepting even the plays of the school-grounds." (*Teaching to Read,* by James L. Hughes.)

LESSON 31. PRIMER, PAGE 34

Jack and Fe-fi-fo-fum

1. Review.

Good morning, big lion.
I am glad to see you.

Good morning, little mouse.
I am glad to see you.
I am glad I let you go.

I can nibble a net.
I can help a big lion.

2. Thought and Word Development.

(*a*) Word problems.

hop	now
[1]h op	n ow
h	ow
how	

(*b*) Tell this story.

Once upon a time there was a terrible giant. He was as tall as a tree, and as strong as a lion, and as bad as bad could be. He carried a great club with great iron horns sticking out of it, and a shield as big as the side of a house. In his ears were great iron earrings, his eyes were awful, and out of his mouth came smoke and steam. When he met any one he had only to speak to frighten him almost out of his wits. And this is what he would say:

"I am Fe-fi-fo-fum.
See how big I am." (BB)

He would bellow so hard and so loud that the poor frightened person seemed to *see* the words coming out of his mouth. And then the giant would take the poor scared creature to his castle and keep him in prison there. His castle was full of prisoners.

Now there was in that same country a brave young fellow named Jack. He had heard of the giant Fe-fi-fo-fum, and he said to himself, "Why should not I find this giant and fight him and put an end to his evil life?"

[1] In the word problems given hereafter this form will be omitted. The teacher may however, if she deems it necessary, continue to use it.

"I am not afraid of him." (BB)

So Jack started off to find the giant. Now Jack was slim and young, and you would have thought that he was no match for the giant at all. He had no shield, but he did have a sharp sword, and something even better than that: a brave heart. The fact is, Jack did not know what it was to be afraid. He had never wronged anyone in the world. "Why should I be afraid of anyone or of anything?" said Jack, as he walked along the road looking for the giant. Just then he caught sight of the high towers of the giant's castle, and—what was that at the foot of the hill below the castle? Was it a lion standing on its hind legs and roaring? "Ah," said Jack, "I think that is my giant." So he walked right up to him. At first the giant did not see Jack, he was so small. Then he bent over, looked at him with his two terrible eyes, stamped his foot, and bellowed forth:—

(Here let the children read from the Primer. Give all a chance to work out the first three lines. Give help freely. Do not stop for drill.)

. . . . . .

Then Jack spoke up. The giant had told Jack who he was, so Jack thought he would tell the giant who *he* was.

(Who would like to read what Jack said to the giant?)

. . . . . .

Then a strange thing happened. The giant had never before met anyone who was not afraid of him. So when he heard Jack say:

and when he saw that Jack was really not afraid, the cruel old giant, who was a coward, and who had been a coward all along, became so afraid and so sick and trembly that his knees gave way under him and he fell to the ground. And that was the end of Fe-fi-fo-fum. And Jack went up to the giant's castle, which was not the giant's castle at all, but belonged to Jack's father, and now was Jack's. He freed all the prisoners and among them was a beautiful princess whom the giant had shut up in the highest tower. He restored her to her home; and afterwards he married her and brought her to his castle, and there they lived happily ever after.

3. **Reading from the Blackboard.**

I am Fe-fi-fo-fum.	Fe-fi-fo-fum
See how big I am.	how
I am not afraid of him.	afraid of

4. **Dramatization.** Who will be the giant and read what he says? Remember to sound your name very hard as *if you were puffing clouds of smoke between your upper teeth and your lower lip.* Who will be little Jack? Jack, are you afraid of the giant? Are you frightened? Who can find the word that tells that Jack is not scared? Look at 'afraid' on the blackboard. Find it in the book. Now read.

1. Sound the Element in Familiar Words.

"Look at this picture." (Page 34.)
"What does the giant say his name is?"
"Yes, his name is Fe-fi-fo-fum." (BB)
"How many parts are there in his name?"
"See, each part begins with the same letter." (Point.)
"Now, look at this page."
"See that big letter, big enough for three words."
"Who can tell me this word?" (fat) So for the other words.

(The teacher may write or print the words on the blackboard if necessary.)

" Look at the words below. Who will say all four of them? " (*Fe, fi, fo, fum.*)

"Now listen to me." The teacher sounds *f e, f i, f o, f um.* Bring out the *f.*

2. Sound the Element Alone.

" Now who can tell me what this letter says? " (*f* in margin.)

If any child fails to enunciate "f" properly, tell him t bite his under lip and blow.

3. Build Words by Combining the New Element wi Familiar Words and Phonograms.

in	at	it	all
f in	f at	f it	f all
fin	fat	fit	fall

ORAL BLEND

"What does this word say?" (*in*)

"What does this letter say? (*f*) this word?" (*in*)

"Say them together slowly;" (*f in*) rapidly. (*fin*)

As soon as possible the teacher may lead the children to *think* the sounds and blend them silently thus:

THOUGHT BLEND

"Think the first sound, and get ready to make it," (i.e., bite the lower lip).

"Think the rest of the word."

"Think the whole word."

"Say the word."

Or, more briefly:

"Think (the first sound, the rest of the word)."

"Make ready (position)."

"Say the word."

The following points deserve notice:

(1) The children have been prepared for this work from the beginning by ear training, drill in enunciation, and practice with word problems.

(2) The formal work is based on the informal, and is the natural outgrowth of it.

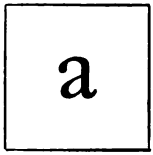
(3) The gap between the informal and the formal is bridged by the imagination. (The story of the giant.)

(4) Formal drill is largely replaced by an interesting and practical problem, in which the teacher sets the problem and supplies the materials to work with, and the pupil independently and self-actively does the work.

(5) The unnecessarily difficult oral 'blend' is replaced by

the *thought blend,* in which the pupil merges the elements, not by saying them together, but by *thinking* them together, *making ready,* then *saying the word* in a natural way; the pupil thus being taught from the first to make out unfamiliar words in the way everyone makes them out,—in the way he will make them out for the rest of his life.

4. Seat Work. Word building. Furnish to each child an envelope containing enough "letter squares" or "alphabet cards" to build all the words on page 35 of the Primer; and let him build the words. For succeeding "Seat Work" exercises in "Word Building," add to those in each envelope the necessary "squares."



Cards suitable for this work may be obtained from a toy-shop or a printer's shop; or the teacher may prepare them herself by the use of a mimeograph or hectograph. (See 4, 11.)

LESSON 33. PRIMER, PAGE 36

1. Review.

Look out, Jack.
That is Fe-fi-fo-fum.
That is his name.
Look at him.
Do you see him look at you?
Run, Jack, run.
Do not let him catch you.

O yes, I see him.
I see him look at me

I am very little.
But I am not a bit afraid of him.
I will not run.

2. Thought and Word Development. Study the picture and the rhyme as directed in previous lessons. (See especially 7, 1.) Memorize, sing, and act it. If necessary explain that a *lassie* is a girl. If there are no girls in the class one or more girls may be borrowed from another class. Later *laddie* may be substituted for *lassie.*

3. Word Study. From word cards, blackboard and book.

4. Phonics.

(*a*) Review the work on page 35.

(*b*) Word building: *fig, fill, fat, fan, feel, fail, fear, fib, fay, fad, fame, lass.*

big	will	cat	pan	heel	tail
ig	ill	at	an	eel	ail
fig	fill	fat	fan	feel	fail
dear	nib	way	had	name	lassie
ear	ib	ay	ad	ame	lass
fear	fib	fay	fad	fame	

5. Enunciation. Drill to correct errors.

Hereafter both ear training and enunciation will be the most part merged in phonics.

6. Drills and Reviews. Rapid word and sentence ls.

7. Seat Work. Build words or sentences.

3. Labeling. A fox.

LESSON 34. PRIMER, PAGE 37

Once I Saw a Little Bird

1. Thought and Word Development and Revie
Develop *went* from " This Little Pig *Went* to Market page 33.

Develop *away* from *a way*. Develop *once* and *sa* from the rhyme.

2. Word Study and Reading from the Book. Let t children study the picture. " Where is the little gi What is she looking at? What is the boy doing? T little girl is talking to the bird. What is she saying the bird?" etc.

Let the children try to read the rhyme for themselv Some of them will be able to do it. Encourage them ask for words they do not know. Help them:

(1) by directing attention to the thought setting, t context;

(2) or by referring the word to its original phrase;

(3) or by referring it to its phonic group;

(4) or, if necessary, by telling outright.

3. Phonics.

(*a*) Drill on the foot lists:

now	to	wag	way
how	into	went	away

(*b*) Word problems: *wag, tag, rag, cow, bow, bar, car, ja*

but wag b ag bag	too bag t ag tag	roll tag r ag rag	cat now c ow cow

boy cow b ow bow	boy far b ar bar	can far c ar car	Jack car j ar jar

4. Enunciation. See that no child acquires the habit of saying *oncet* for *once*. Connect the pronunciation of *once* with that of *one*. It may be well to keep these two words upon the blackboard for some days, thus:

one
once

5. Drills and Reviews. From word cards or blackboard.

Did you ever see a rabbit?
" " " " " pony?
" " " " " mouse? etc.

Yes, I did see a rabbit once.
" " " " " pony " .
" " " " " mouse " etc.

6. Seat Work. Build words or sentences.

7. Supplementary Reading. (See Part I p. lxiv.)

LESSON 35. PRIMER, PAGES 38, 39

The Fox and the Rabbit

1. Thought and Word Development.

(*a*) Word problems: *eat, met, ran.*

[1] meat eat	my let m et met	roll can r an ran

(*b*) Study the picture and develop the following sentences:

Do you see that rabbit?
Is he afraid?
Yes, he is afraid.
Why is he afraid?
He sees that fox. — fox
That is why.

Do you see that fox?
Yes, I see him.
He sees the rabbit, too.
That fox likes rabbits.
Why is that?
Rabbits are good to eat. — eat
Once I met a little rabbit. — met
I said, "How do you do, little rabbit?"
The rabbit was afraid of me.
So he ran away — ran
I ran after him. — after
But I did not catch him.
I let him run away.

[1] See Primer, page 33.

3. **Word Study.** Pick out the new words from the above sentences. Show them on cards. Review as may be necessary.

4. **Reading from the Book.** Read pages 38 and 39.

5. **Dramatization.** Let the children play "The Rabbit and the Fox," using the dialogue suggested by the text.

6. **Phonics.** Word problems: *box, gay, get, man, seat, hood, match.*

bit fox b ox box	wag way g ay gay	go met g et get	me ran m an man

so s eat seat	head good h ood hood	met catch m atch match

7. **Drills and Reviews.** Rapid word and sentence drills.

8. **Seat Work.** Build words or sentences.

9. **Labeling.** A tree.

10. **Rhyme Study.** Begin the study of the rhymes on page 43.

LESSON 36. PRIMER, PAGES 40, 41, 42

The Lion and the Fox.

1. Review and Development of New Words. Review the story of "The Lion and the Mouse."

Once a mouse met a lion.	
The lion caught the mouse.	
The mouse was afraid of the lion.	was
So the mouse said,	
"I am very little."	
O please let me go, Mr. Lion.	Mr.
The lion was good to the little mouse.	
He did not eat him up.	
The mouse met the lion again.	again
This time he was not afraid of the lion.	time
He said,	
"Good morning, Mr. Lion."	
How do you do this morning?"	
Mr. Lion said,	
"Dear little mouse, I am glad to see you.	
I am not very well this morning.	well
I am caught in a net.	
I let you go once.	
Can you help me now?"	
The little mouse looked at the net.	looked
He said,	
"I can nibble that net.	
I can help you this time."	
So the little mouse nibbled the net.	
The lion said,	
"Thank you, dear little mouse."	

2. Word Study. From word cards, blackboard and book.

3. Thought Development and Reading from the Book. Study the pictures and read pages 40, 41, and 42.

4. Phonics.

(*a*) Drill on the foot lists:

40

net met way was pan ran

41

can pan ran fan

42

me	my	am	Tom
met	milk	him	Tim

(*b*) Word problems: *book, hook, shook, took, tell, sell, silk.*

ball look b ook book	have book h ook hook	shake hook sh ook shook	let look t ook took

too well t ell tell	so tell s ell sell	see milk s ilk silk

5. Drills and Reviews. Rapid word and sentence drills.

6. Seat Work. Build words or sentences.

7. Rhyme Study. Continue the study of the rhymes on page 43.

LESSON 37. PRIMER, PAGE 43

The Rain

1. Thought and Word Development.

(*a*) Word building and Word problems: *fall, day, tree.*

all fall	did way d ay day	trick see tr ee tree

Develop *want* from the rhyme.

(*b*) Study the pictures and the rhymes, as directed in 7, 1, etc.

2. Word Study. From word cards, blackboard and book.

3. Phonics.

(*a*) Drill on the foot lists.

away	see	day	all
again	tree	way	fall
afraid	three	away	ball

(*b*) Word building or Word problems: *fell, free, sent, bent, Jim.*

well ell fell	three ree free	yes went s ent sent	boy sent b ent bent	Jack Tim J im Jim

5. Drills and Reviews. Rapid word and sentence drill.

6. Seat Work. Let the children build one or both of the rhymes.

LESSON 38. PRIMER, PAGE 44

The Kid

1. Thought and Word Development.

(*a*) Word problem: *kid.*

kick	did
k	id
kid	

(*b*) Study the picture. Have the children look at the picture and notice the men's strange clothes (shoes) so unlike ours. One of the men is bare-footed and bare-headed. See if they notice that this is not a country picture, but a city picture. Is it not a queer thing that a goat should be right in a city street? What is the bare-foot man holding in his arm? (BB) What has the other man in his open hand? How many pieces of money? (BB) What do you think this man is going to buy with these two pieces of money? (BB) Tell the children that this is a very old story that was told to little children hundreds of years ago. It is about a little boy's father who bought a kid (BB) from a shepherd. He bought it for money. (BB) For how much money? (BB)

2. Reading from the Blackboard.

I see a kid.
I see two pieces of money.
The little boy's father bought a kid.
He bought it for money.
He bought it for two pieces of money.

3. **Reading from the Book.** Let the children read and memorize the rhyme.

4. **Word Study.** From word cards, blackboard and book.

5. **Phonics.** (*a*) Study the foot lists.

funny	fun	but	did
father	for	bought	kid

(*b*) Word building and Word problems: *hid, honey, nor, or, fought.*

he kid h id hid	how money h oney honey	for or	Ben n or nor	bought ought fought

6. **Seat Work.** Build words or sentences.

7. **Labeling.** A pig. A cow.

LESSON 39. PRIMER, PAGE 45

THE KID (*Continued*)

1. **Thought and Word Development.**

Word problems: *then, ate, stick, came, beat.*

that Ben th en then	Kate ate	stop kick st ick stick	can name c ame came	but b eat beat

2. **Word Study.** From word cards, blackboard and book.

Father	money	kid	for	bought	pieces
then	ate	stick		came	beat

3. Reading from the Book. Begin at the beginning and read the four stanzas found on pages 44 and 45.

4. Phonics.

(*a*) Study the foot lists:

name	trick	this	Kate
came	stick	then	ate

(*b*) Word problems: *tame, game, gate, heat, tick, thick, Nick.*

time came t ame tame	go name g ame game	girl g ate gate	him beat h eat heat

stick tick	thank. tick th ick thick	no lick N ick Nick

5. Labeling. A sheep. A lamb.

LESSON 40. PRIMER, PAGES 46, 47, 48

The Kid (*Continued*)

1. Thought and Word Development.

(*a*) Word problems: *ox, killed, rank, drank.*

fox ox	Kate will k ill kill killed	ran thank r ank rank	did d rank drank	thank drank

(*b*) Let the children make out the words *fire, burn, water, butcher* from the context; if they fail to do so, treat them as sight words, that is, simply tell the children what they are.

Question the children so as to bring out the sequence of characters: the kid, the cat, the dog, the stick. Then ask what will come next, and next, and next, etc., to the end of the story.

2. Reading from the Book. Begin at the beginning and read to the end.

3. Word Study. From the head lists and text; from word cards and the blackboard.

4. Phonics. Drill on the foot lists, page 47.

eat	it	bounce	drank
beat	bit	bought	thank

(*b*) Word problems: *ounce, urn, wire, bank, catcher.*

bounce ounce	burned burn urn	want fire w ire wire	big drank b ank bank	butcher catcher

5. Seat Work. Word and sentence building.

6. Labeling. A duck. A goose. A turkey.

LESSON 41. PRIMER, PAGE 49

The Moon

1. Word and Thought Development.

(*a*) Word problems: *man, other, mother, moon, down.*

milk ran m an man	another[1] other	mouse m other mother	father mother
me too m oo moo	net moo n moon	do how name d ow n down	

(*b*) Let the children study the picture and the rhymes. Encourage them to try to read them themselves. They will perhaps need help on *shining, there, air, God,* and *bless.* Here as everywhere give them all the help necessary but no more. (See 7, 1, etc.)

2. Word Study. From word cards, blackboard and book.

mother man moon down

3. Phonics. (*a*) Drill upon the foot lists. Bring out the sound of *m.* (This work is a preparation for the next lesson.)

mouse	moon	me	mother
morning	milk	man	money

4. Seat Work. Build words and sentences.

5. Labeling. A bird. A rooster. A chicken.

[1] See Primer, page 43.

LESSON 42. PRIMER, PAGE 50

Formal Phonics. M

The teacher may, if she chooses, improvise a story of the cow that goes every day to the meadow where she eats the sweet green grass and drinks the cool water from the brook and then lies down in the shade of a big tree and chews and chews, — for cows spend a great deal of time chewing. Then when evening comes she wants to go home; so she comes to the bars, and sings this song *m-m-m.*

(Have the children observe the position of the lips and imitate. Make the "giant sound" *f* and contrast position.)

1. **Sound the Element (m) in Familiar Words.** This has been done in the previous lesson and need not be repeated (*man*, *mother*, *moon*, etc.).

2. **Sound the Element (m) Alone.** This step was taken when the children sang the little song of the cow (*m-m-m*).

3. **Word Building.** (See Lesson 32 — Primer, page 35.)

		eat	ate
	an	m eat	m ate
at	m an	meat	mate
m at	man		
mat			

4. **Practice in Sounding m Final.**

		name	Tim
	I'm	came	Tom
am	time		
him			

5. **Word Building:** *mill, mire, may, mad, map, mail, mitten, men, make, match, mop, seem.*

will	fire	day	had	lap	tail
ill	ire	ay	ad	ap	ail
mill	mire	may	mad	map	mail

kitten	Ben	shake	catch	stop	see
itten	en	ake	atch	op	seem
mitten	men	make	match	mop	

6. **Labeling.** Bird, chicken, rooster.

7. **Seat Work.** Word building.

LESSON 43. PRIMER, PAGES 51, 52, 53

Little Dick's Walk

1. **Thought and Word Development.**

(*a*) Word problems: *as, Dick, on, soon, grunt, bow, wow, puss, piggy, wig.*

at is a s as	Dot kick D ick Dick	ox not o n on	so moon s oon soon	run at run t runt
go g runt grunt		beat now b ow bow		will how w ow wow
pussy puss		kitty piggy		well big w ig wig

(*b*) New words developed by previous labeling: *pig, cow, sheep, lamb.* (These words may be developed as "problems" if the teacher so desires.)

put big p ig pig	cat now c ow cow	pat wee p weep	shake weep sh eep sheep

(*c*) New words to be made out from the context: *walk, walked, there, ba ba, ma ma, Bossy.*

(In such sentences as, "Once *there* was a little boy," "I will go out to *walk*," etc., the children should have no trouble in getting the new words from the sense. This is true of such words as *ba ba, moo, bow wow,* etc.)

(*d*) Picture study: Study the pictures on pages 51 and 53 and the colored picture opposite page 52. By appropriate questions develop the name of the story — Little Dick's Walk. (BB) If necessary, develop by questions the new words given under (*b*) and (*c*), but ordinarily this should not be necessary and time should not be wasted upon it: the children will be eager to read — *Let them read.*

2. Reading from the Book. Read "Little Dick's Walk," pages 51, 52, 53 as rapidly and as continuously as possible.

3. Word Study. Drill on the new words with word cards or from the blackboard. Let the children find the difficult words (*as, there, walked, lamb*) in the head lists and the text. Work through the foot lists on pages 52 and 53.

52

beat	moo	how	kick
burned	moon	now	Dick
butcher	soon	cow	trick

53

pig	piggy	kit	kitty

4. **Blackboard Review.** (Optional.)

LITTLE DICK'S WALK

Once there was a little boy.	there
This little boy's name was Dick.	
Once Dick went out to walk.	walk
As he walked he met a kitten.	walked
Then he walked on.	
As he walked on he met a big dog.	
Then he walked on.	
As he went on he met a Bossy cow.	Bossy
After that he met Pig Wig and Piggy Wee.	
The pigs said, "Grunt."	
Little Dick was not a bit afraid of them.	
He went on.	
As he walked on,	
He met a mother sheep and her lamb.	lamb
Said the mother sheep, "Ba, ba."	ba ba
Said the lamb, "Ma, ma."	ma ma

5. **Drills.** Rapid sentence drill.

Once there was a little rabbit.
" " " " " mouse, etc.
Little Dick met a kitten.
" " " " dog, etc.
Dick was not a bit afraid.
The kitten was not a bit afraid, etc.

6. Context Reading.

Once . . . . was a little boy.
The little boy's . . . . was Dick.
Dick . . . . out to walk.
He met mother sheep and her little . . . .
The little . . . . said, "Ba, ba."
Dick said, "How . . . you do, little lamb?"

Write these sentences upon the blackboard. Let the children study the sentences and supply the missing words; then put the word supplied in the proper space. Have the sentences read. The object of this and other similar exercises is to train the children to make out new words from the context.

7. Phonics.

Word problems: *talk, turn, churn, hunt, chalk, keep, run, am, wet.*

time walk t alk talk	want burn t urn turn	catch burn ch urn churn	how grunt h unt hunt
catch walk ch alk chalk	kill sheep k eep keep	grunt runt run	lamb am	walk met w et wet

8. Seat Work. Build words and sentences.

LESSON 44. PRIMER, PAGES 54, 55, 56

LITTLE DICK'S WALK (*Continued*)

1. Thought and Word Development.

(*a*) Word problems: *quack, saw, chick, dee, saw.*

queen[1] black qu ack quack	soon paw s aw saw	catch lick ch ick chick	do see d ee dee	cat paw c aw caw

(*b*) New words developed by previous labeling: *duck, goose, turkey, bird.*

(*c*) Words to be developed from a study of the pictures and from the context: *gobble, what, friendly.*

(*d*) Picture study: Study the colored picture opposite page 52, and the pictures on pages 55 and 56, and by suitable questions develop the sentences given below.

2. Reading from the Blackboard.

See that boy and that dog.	
That boy's name is Dick.	
See the dog lick Dick's hand.	
The dog likes Dick.	
Dick likes the dog.	
Dick and the dog are good friends.	friends
Once Dick went out to walk.	
He went to see his friends.	
He met a duck.	duck
The duck said, "Quack, quack."	quack
He met a goose.	goose
The goose said, "S, s, s."	

[1] See Primer, page 25.

He met a turkey.	turkey
The turkey said, "Gobble, gobble, gobble, you."	gobble
He was not very friendly.	friendly
Dick saw a bird.	bird
What did the bird say?	say what
The bird said, "Chick-a-dee-dee-dee."	chick-a-dee
It was a friendly bird.	

3. Word Study.

From this point on the teacher may in her discretion omit study of the new words. Most if not all the preparation necessary will be found under "Word Problems," etc.

4. Reading from the Book. Read pages 54, 55, 56, as rapidly and as continuously as possible.

5. Context Reading.

Little Dick met a duck.
The duck . . . "Quack, quack."
He met a goose.
The . . . said, "S, s, s."
Then he saw a turkey.
The turkey said, " . . ."
Dick was afraid and . . . away.
Then he saw a rabbit.
The rabbit . . . afraid and ran . . .
So Dick . . . on.
A little bird . . ., "Dee, dee, dee."
". . . is that?" said Dick.
The bird . . . in a tree.

6. Phonics. (*a*) Study the foot lists, pages 54 and 56.

54

she	this	went	Dick
sheep	they	want	duck
shake	there	walk	quack

paw	see	way
saw	tree	day
caw	dee	say

(*b*) Word problems: *luck, loose, hobble, lack, quick, claw, gay, shame.*

let duck l uck luck	look goose l oose loose	help gobble h obble hobble	love quack l ack lack
quack Dick qu ick quick	clap saw cl aw claw	girl say g ay gay	sheep name sh ame shame

LESSON 45. PRIMER, PAGES 57, 58, 59

1. Thought and Word Development.

(*a*) Word problems: *back, doo, cluck, peep, them, gobbler, friend.*

bird quack b ack back	did moo d oo doo	clap duck cl uck cluck	paw sheep p eep peep
then met the m them	gobble gobbler butcher	friendly friend	

(*b*) New words developed by previous labeling: *rooster, hen, chicken.*

(*c*) Picture study: Study the pictures on page 57 and by appropriate questions develop the sentences given below.

2. Reading from the Blackboard.

Little Dick saw a mother hen and her little chickens.
The mother hen said, "Cluck, cluck."
The chickens said, "Peep, peep."
Then little Dick saw a rooster.
The rooster said, "Cockle-doodle-doo."
Little Dick liked the hen, the chickens, and the rooster.
He was a good friend to them all.

3. Reading from the Book. Read pages 57, 58, 59, as rapidly and as continuously as possible.

4. Context Reading. See Lesson 43.

My father . . . a kid for money.
The . . . burned the stick.
The . . . put out the fire.
The . . . killed the ox.
The ox drank the . . .

5. Phonics.

(*a*) Study the foot lists pages 57, 58, 59.

57

duck	pig	sheep	kick
cluck	big	peep	chick

58

quack	black	back

59

doo	moo	too	goose
doodle	moon	soon	rooster

(*b*) Word problems: *rat, moose, mire, stack, whip, an, game, tame, Turk, roost.*

roll pat r at rat	stick black st ack stack	what skip wh ip whip	Dick ran D an Dan
goose came g ame game	tail name t ame tame	Turkey Turk	rooster roost

Here and hereafter, let the children work through each ord problem silently. When they have the answer let ıem stand. Then let them come forward one by one ıd whisper the answer to the teacher. With those who ıl work through the "problem" as directed in Lesson 32.

6. Blackboard Review. (Optional.)

Once little Dick went for a walk.
As he walked, he met a kitten.
Then he met a big dog.
Then he met a Bossy cow.
Then he met a big pig and a little piggy.
Then he met a mother sheep and her little lamb.
Then he met a duck.
After that he saw a goose.
Then he saw a turkey.
After that he saw a rabbit.
Then he saw a little bird.
After that he saw a big black bird.
Then he saw a rooster, a hen, and her little chicks.
After that Dick went back to his mother.
He said to her, "I went out to walk.
I saw all my friends.
I said, 'Good morning,' to all of them.
Puss said, 'Mew, mew.'
Big Dog said, 'Bow, bow.'

(And so on for the other animals.)

I was not a bit afraid of Bossy.
But I was a little bit afraid of Mr. Turkey.
The chickens were not at all afraid of me.
But Bunny was afraid.
He ran away.
The little bird was very friendly.
But Goosey was not very friendly."

7. **Dramatization.** Dramatize "Little Dick's Walk."
8. **Seat Work.** Build words and sentences.

LESSON 46. PRIMER, PAGE 60

What They All Say

1. **Reading from the Book.** Let the children read the rhyme without preparation. If *says* presents any difficulty give it directly.
2. **Phonics.** (*a*) Study the foot lists:

cat	can	say	then
pat	pan	day	Ben
rat	ran	way	hen
at	an	ay	en
mat	man	may	men
fat	fan	fay	fen

(*b*) Word problems: *toy, whirl, patch, sack, live, land, bad, seed, call, sit.*

too boy t oy toy	why girl wh irl whirl	pan catch p atch patch	says quack s ack sack	love give l ive live
look hand l and land	but glad b ad bad	see did see d seed	caught all c all call	said bit s it sit

3. Context Reading.

Once a lion caught a mouse.
The mouse said, "Please . . . me go."
The lion said, "I will not . . . you go.
I want to . . . you up."
The mouse said, "I . . . little.
But I . . . help you."
The lion said, "I . . . let you go . . . time."
Once the lion was . . . in a net.
The little mouse saw . . . .
The mouse said, "I . . . help Mr. . . .
I will nibble that . . ."
So the mouse . . . the net.
The lion said, "Thank . . . good mouse."

4. Seat Work. Word and sentence building.

LESSON 47. PRIMER, PAGE 61

Here Sits the Mayor

1. Rhyme Study. (See Lessons 7, 12, etc.)

Let the children study the rhyme from the book (probably they already know it). Let them pick out all the words they know.

Memorize the rhyme and let the children repeat it, pointing to the forehead, etc., as indicated on the margin.

2. **Word Study.**

3. **Reading from the Blackboard.** (Seeing and doing.)

Look here.
Here is a ball.
Come here.
Give the ball to Jack.
Roll it here.
Hand me your book.

4. **Phonics.**

(*a*) Study the foot lists.

hen then men Ben

(*b*) Word problems: *sail, ships, than, seat, seas, far, same, sad.*

sit tail s ail sail	shake skips sh ips ships	them can th an than	say s eat seat	seat sea seas

father ran fa r far	sit came s ame same	says glad s ad sad

5. **Seat Work.** Word and sentence building.

LESSON 48. PRIMER, PAGE 62

Boats Sail on the River

1. **Rhyme Study.** (See Lesson 47.)
2. **Phonics.**

(*a*) Study the foot lists:

see	sit	spot	said
seen	say	stick	soon

(*b*) Word problems: *goat, coat, pies, ties, loud, sick, ilk, sunny.*

give boat g oat goat	came boat c oat coat	pig skies p ies pies	time skies t ies ties	cloud loud

sail lick s ick sick	said milk s ilk silk	says funny s unny sunny

3. **Context Reading.**

Once a fox saw a rabbit.
The fox ran . . . the rabbit.
The rabbit was . . . of the fox.
So the rabbit . . . away.
The fox did not . . . the rabbit.
So the fox did not . . . the rabbit up.
The rabbit said,
"Mr. Fox can not . . . me.
So he cannot . . . me up."

4. **Seat Work.** Word and sentence building.

LESSON 49. PRIMER, PAGE 63

Formal Phonics. S

1. Picture Study. Study the picture on page 63; then have the children study the sentences given and supply the omitted words. Place the words supplied in the proper spaces and have the sentences read aloud.

2. Context Reading.

Little Sally's Walk

Once . . . was a little girl.
The little . . . name was Sally.
One . . . Sally . . . out to walk.
As she . . . she met a goose.
But the goose . . . not afraid . . . Sally.
The goose put out . . . head.
Then . . . said, "S, s, s."
Sallie was afraid . . . the goose.
But she did not . . . away.
She did not go up to the goose.
She said, ". . . do you want, Goosey?"
The goose . . . "S, s, s," again.
"What do . . . want to say, Goosey?" said Sally.
The goose did not say, "S, s, s," again.
Then she went away.
After that little Sally walked on.
She went back to her mother.

3. Phonics.

(*a*) See lessons 32 and 42.

(*b*) Word building:

Jack	duck	well	will	went	met	feed	skip	shake	lap
back	uck	ell	ill	ent	et	eed	ip	ake	ap
sack	suck	sell	sill	sent	set	seed	sip	sake	sap

thank	Kate	bought	clap	well	pat	eat	mother	am
ank	ate	ought	lap	swell	spat	seat	smother	Sam
sank	sate	sought	slap					

LESSON 50. PRIMER, PAGE 64

The Five Toes

1. Thought and Word Development.

(*a*) Word problems: *hay, grass, drink, whip.*

	lassie	drank	why skip
here say	grunt lass	drink[1]	wh ip
h ay	gr ass		whip
hay	grass		

(*b*) Let the children get *just* from the rhyme study.

2. Rhyme Study. (See Lessons 7, 12, 15, etc.)

This rhyme is the Chinese form of " This Little Pig." Let the children turn to page 33 and compare the pictures and the rhyme. The children will probably discover that this is a Chinese mother and child. Tell them a little about China and the Chinese.

" What does the Chinese mother say to the big toe? " etc.

[1] If the children have any difficulty with this word let the teacher call attention to the sound of "*i*" in "*in.*"

Let five children read the rhyme, — the largest [illegible] line, the smallest the last three lines.

Let them memorize and say the rhyme to their fingers

3. Phonics.

Word problems: *dust, must, rust, crust, gust, clip, drip chip, lip, trip, grip.*

do just d ust dust	dust ust must	ran dust r ust rust	cow c rust crust	goose dust g ust gust	clap skip cl ip clip
drink clip dr ip drip	chick drip ch ip chip	look chip l ip lip	tree lip tr ip trip	grunt trip gr ip grip	

4. Seat Work. Word and sentence building.

From this time forward in dealing with these wor problems the easier ones should be worked " backward thus:

(1) Write the word to be made out upon the bla board (*tell*). If the children know the word no furt work is necessary.

(2) If they do not know the word, separate it into parts (*t ell*), and ask the children to " think " the p whispering them if necessary. If they can do thi them blend the parts, thus solving the problem.

(3) If they cannot " think " either of the part them to think of a word that has this part in it (*t* another that has this part in it (*ell*). If necessary le look back through the book till they find the words r (*Just*, page 64, *well*, page 42.) If they know one p

not the other, let them think of or find a word containing the unknown part. Place the word or words necessary on the blackboard and proceed to solve the word problem as explained in Lesson 29, 2 (a).

LESSON 51. PRIMER, PAGE 65

Who Brings the Milk

1. Thought and Word Development.

(*a*) Word building:

bunny	ever	well
funny	every	ell
pony		sell

(*b*) Picture study: Study the picture on page 65 and by appropriate questions develop the sentences given below.

2. Reading from the Blackboard.

See that man.	
Who is he?	who
He is the milkman.	
He sells milk.	sells
He sells it to my mother.	
He comes every morning.	every
Who sells milk to him?	
Who drinks milk?	
Baby drinks milk.	
When?	
Baby drinks it every morning.	

3. Reading from the Book. Read page 65.

4. Phonics.

Word building and Word problems: *tell, yell, shell, spell, smell.*

just sell t ell tell	yes tell y ell yell	bird yell d ell dell
shake dell sh ell shell	spot shell sp ell spell	sell ell smell

5. Seat Work. Word and sentence building.

6. Rhyme Study. Turn to the picture opposite 66. Let the children study the picture.

"Who is that boy? What is he doing to the cow? isn't he afraid of the cow? Read the name of the pictu

Read to the children Robert Louis Stevenson's p " The Cow." Have them memorize the poem, at the first stanza, which is found on page 70 in the Prin

LESSON 52. PRIMER, PAGE 66

How the Milk Comes from the Farm

1. Thought and Word Development.

(*a*) Word building and Word problems: *pail, fa cart, train, pull.*

pony tail p ail pail	far [1] farm	butcher farmer	came far c ar car
car to car t cart	time t rain [2] train		put sell pu ll pull

(*b*) Picture study: Study the picture on page 66 and also the colored picture opposite, and by appropriate questions develop the sentences given below.

2. Reading from the Blackboard.

Do you see that man?	
Who is he?	
Is he a milkman?	
No, he is not a milkman.	
He is a farmer.	farmer
The farmer milks the cow.	
He milks into a pail.	pail
Then he puts the milk into a can.	
Then he puts the can on a cart.	cart
Then the pony pulls the cart.	pulls
He pulls it to the train.	train

3. Reading from the Book. Page 66.

4. Phonics.

Word problems: *arm, harm, charm, full, pain, plain, grain, gain, stain, lain, drain.*

farmer farm arm	her h arm harm	chick ch arm charm	pull ull full

[1] See Primer, page 37. [2] See Primer, page 43.

pig train p ain pain	play rain pl ain plain	grunt pain gr ain grain	girl grain g ain gain	stick grain st ain stain

let stain l ain lain	drink plain dr ain drain

5. Phrase Drill.

The teacher may from time to time review some of these phrases, using various methods of drill.

in and out	very well
up and down	again and again
black and white	now and then
you and I	this and that
did you ever	here and there
go away	once there was
not a bit	once I saw
after that	as he walked
a very good time	every day

6. Seat Work. Word and sentence building.

LESSON 53. PRIMER, PAGE 67

The Milk Train

1. Thought and Word Development.

(*a*) Picture study: Study the picture, page 67. Lead the children to notice the bell on the train and develop the word *ring*.

(*b*) Word problems: *bring, draw, bell.*

drink saw dr aw draw	back b ring bring	beat sell b ell bell

2. Reading from the Blackboard.

See that train.
What train is that?
Look on that car.
That tells you what train it is.
It says, "Milk."
It draws the milk for baby to drink. draws
Who brings the milk to the train? brings
The farmer brings the milk to the train.
See that bell. bell
How it rings. rings
It says,
"Look out for the train."

3. Reading from the Book. Page 67.

4. Phonics.

(*a*) Study the foot list:

rain train ring bring caw draw

(*b*) Word problems: *sing, wing, king, sting.*

sell ring s ing sing	will sing w ing wing	kitty wing k ing king	stick king st ing sting

5. Context Reading.

The cow . . . grass.
She . . . good water.
She . . . good milk.
The farmer milks the . . . .

He milks into a . . . .
Then he . . . the milk into a can.
Then he puts the . . . into a cart.
The pony draws the . . . .
He . . . it to the train.
Then the farmer puts the . . . on the train.
The train draws the . . . to the milkman.
The milkman brings the . . . to mother.
Mother . . . the milk to baby.
Baby . . . the milk.
He drinks every bit of it up.

6. **Seat Work.** Word and sentence building.

7. **Rhyme Study.** (Optional.)

Begin to teach the words of the kindergarten song, "Mr. Duck and Mr. Turkey," in preparation for Primer, page 72.

LESSON 54. PRIMER, PAGES 68, 69, 70

How the Train Comes

1. **Thought and Word Development.**

(*a*) Word problems: *cup, take, with, car, start, stop-choo, ling, ding.*

cart c up cup	out shake t ake take	will then wi th with	cart car	stick cart st art start
stick hop st op stop	catch too ch oo choo	let ring l ing ling	duck ring d ing ding	

(*b*) Let the children get from the context *come* and *from*, or give them as sight words.

2. **Reading from the Book.** Pages 68, 69, 70.

3. **Phonics.**

(*a*) Study the foot lists: pages 68 and 70.

68

car	up	pull	ell	ail
cart	cup	pail	well	pail

70

pail	ell	kill
fail	well	will
sail	tell	fill
ail	ell	ill
mail	fell	mill

(*b*) Word problems: *cake, lake, rake, sake, wake.*

cup take	look cake	ring lake	sell lake	will sake
c ake	l ake	r ake	s ake	w ake
cake	lake	rake	sake	wake

4. **Seat Work.** Word and sentence building.

5. **Rhyme Study.** (Optional.) Teach the children to sing " Mr. Duck and Mr. Turkey."

LESSON 55. PRIMER, PAGE 71

Formal Phonics. L

1. Phonics. See Lesson 32.

See the bell.
What do the bells say?
The bells say, "L, l, l."

2. Word Building.

head	catch	did	dot	drink	five
ad	atch	id	ot	ink	ive
lead	latch	lid	lot	link	live
hand	Kate	moon	paw	time	hop
and	ate	oon	aw	ime	op
land	late	loon	law	lime	lop

3. Enunciation. See that the children sound *l* prop erly. Do not allow them to say *ul*. Teach them to plac their vocal organs in the proper position before beginnin to make the sound.

To pronounce *l*, place the tip of the tongue agains the gum and let the breath pass on either side. The posi tion of the tip of the tongue is the same for *l* as for *n*, bu in pronouncing *n* the breath passes through the nos instead of through the mouth.

LESSON 56. PRIMER, PAGES 72, 73

Mr. Duck and Mr. Turkey

1. Thought and Word Development.

(*a*) Word building and Word problems: *wobble, must, if.*

will gobble w obble wobble	just ust must	it fall i f if

(*b*) Sight word: *right.*

(*c*) Let the children study the picture and sing the Kindergarten song, " Mr. Duck and Mr. Turkey."

2. Reading from the Book. Pages 72 and 73.

3. Phonics. Word building:

right	fight	might	sight	Kate	dot	drink	my
ight	ight	ight	ight	ate	ot	ink	y
fight	might	sight	light	slate	slot	slink	sly
did	hop	time	paw	ring	skip	Jack	Tim
id	op	ime	aw	ing	ip	ack	im
slid	slop	slime	slaw	sling	slip	slack	slim

4. Seat Work. Word and sentence building.

LESSON 57. PRIMER, PAGES 74, 75

Little Boy Blue

1. Thought and Word Development.

(*a*) Word problems: *horn, corn, wake, sleep, sleepy, where*

morning morn	car morn c orn corn	have morn h orn horn	will take w ake wake
lap slap	slap sheep sl eep sleep	pony sleepy	what there wh ere where

(*b*) Rhyme and Picture study. Study the rhyme and the picture and develop the words: *blue* and *blow*. (See Lessons 7, 12, etc.)

2. Reading from the Book. Pages 74 and 75.

3. Phonics.

(*a*) Study the foot lists, page 75.

black	corn	take	sheep
blue	horn	wake	sleep
blow	morn	make	peep

(*b*) Word problems and Word building: *slow, flow, mow, grow, show, bow, glow, row, sow.*

blow low slow	slow low flow	low ow mow	grunt blow gr ow grow

sheep grow	but show	ran glow	sell row
sh ow	b ow	r ow	s ow
show	bow	row	sow

4. **Seat Work.** Word and sentence building.

LESSON 58. PRIMER, PAGE 76.

I Like Little Pussy

1. **Rhyme Study.** See lessons 7, 12, 15, etc.
2. **Phonics.**

(*a*) Study the foot lists, page 76.

what	why	pat	not
where	white	put	net

(*b*) Word building: *land, sand, late, mate, fate, sate.*

hand	land	Kate	late	mate	fate
and	and	ate	ate	ate	ate
land	sand	late	mate	fate	sate

(*c*) Word problems: *band, brand, grand, stand, gate, date, hate, plate.*

bird sand	bring band	grunt brand	stick grand
b and	br and	gr and	st and
band	brand	grand	stand

goose Kate	duck gate	hay date	play mate	stick plate
g ate	d ate	h ate	pl ate	st ate
gate	date	hate	plate	state

3. **Seat Work.** Word and sentence building.

LESSON 59. PRIMER, PAGES 77, 78

Little Red Hen

1. Thought and Word Development.

(*a*) Develop as follows: *red, yellow, seed, grasshopp bread, gander.*

ran fed r ed red	yes bell y ell yell	blow low yellow	sit feed s eed seed	grass hop grasshopper

roll head r ead read	boy b read bread	g o and her g and er gander

(*b*) Sight words, to be given directly: *neighbor, wer*

Neighbor may be developed from the children's perience.

Preliminary drill on *were.*

Tim and Fun were good friends.
Kate and the kitten were good friends.
Tom and the puppy were good friends.
The lion and the mouse were good friends.
Dick and the dog were good friends.

(*c*) Study the pictures on pages 77 and 78.

2. Reading from the Book. Pages 77 and 78.

3. Phonics.

(*a*) Study the foot list, page 78.

head bread feed seed

(*b*) Word problems: *deed, heed, greed, greedy, need, steed, weed.*

bird seed d eed deed	hop deed h eed heed	grunt heed gr eed greed	pony greedy

horn heed n eed need	stop need st eed steed	were steed w eed weed

4. Seat Work. Word and sentence building.

LESSON 60. PRIMER, PAGES 79, 80

Little Red Hen (*Continued*)

1. Thought and Word Development.

(*a*) Word building and Word problems: *wheat, we, plant, green, cut, mill, bound, found, ground, our, flour.*

when wh eat wheat	will me w e we	man it an t ant	play pl ant plant	grass seen gr een green	can but c ut cut

will ill mill	bounce did boun d bound	bound ound found	grass found gr ound ground	out roll ou r our	our flour

(*b*) Picture study. Study the pictures on page 79.

2. Reading from the Blackboard.

The little red hen said,
"I have found a wheat seed. found

I will plant this wheat seed.
I will take my wheat to the mill.
I will have it ground into flour." ground flour

3. **Reading from the Book.** Pages 79 and 80.

4. **Phonics.**

(*a*) Study the foot lists, pages 79 and 80.

79

white	eat	play	fed
wheat	wheat	plant	red

80

bit	found	will	mother
cut	ground	mill	other

(*b*) Word building: *sound, mound, sour, seen, fellow, mellow, slant, neigh, sleigh.*

found	sound	flour	green	yellow	fellow	plant	neighbor
ound	ound	our	een	ellow	ellow	lant	eigh
sound	mound	sour	seen	fellow	mellow	slant	sleigh

5. **Seat Work.** Word and sentence building.

6. **Context Reading.**

Once . . . was a hen.
Her . . . was Little Red Hen.
Once Little Red Hen . . . a seed.
It was a wheat . . . .
Little Red Hen said, "Who will plant this . . .?"
The gander said, "I will not . . . the seed."
The goose said, "I . . . not plant the seed."
The turkey said, ". . . will not plant the seed."
The Little Red Hen said, "I will . . . it."
And she . . . .

LESSON 61. PRIMER, PAGES 81, 82

THE LITTLE RED HEN (*Continued*)

1. Thought and Word Development.

(*a*) Word building: *make.*

take
ake
make

(*b*) Sight words, to be given directly or developed from a study of the pictures or from the context: *won't* and *they.*

(*c*) Picture study. Study the pictures on pages 81 and 82.

2. Reading from the Book. Pages 81 and 82.

3. Phonics.

(*a*) Study the foot lists, pages 81 and 82.

81

eat	drink	feed	cluck
eating	drinking	feeding	clucking

82

cut	put	tell	take
net	bit	time	tree

(*b*) Word building: *mink, sink, link, slink.*

drink	mink	sink	link
ink	ink	ink	slink
mink	sink	link	

(*c*) Word problems: *pink, wink, rink, think, clink, chink, blink, brink.*

paw drink p ink pink	will pink w ink wink	roll wink r ink rink	thank rink th ink think
cluck think cl ink clink	chick clink ch ink chink	black chink bl ink blink	bread blink br ink brink

4. Seat Work. Word and sentence building.

5. Reading from the Blackboard. (Read silently and answer orally.)

Who found a seed?
What did she do with it?
Who cut the wheat?
Did the gander take it to the mill?
Who did take it?
What did the miller do with it?
When it was ground, what was it?
Who made the flour into bread?
Did the Little Red Hen let the turkey eat the bread?
Why not?

6. Dramatization. Let the children personate the different characters and act the story.

7. Supplementary Reading. (See Part I, p. 00.)

LESSON 62. PRIMER, PAGE 83

Two Legs, Three Legs, and Four Legs

1. Thought and Word Development.

(*a*) Word problems: *leg, sat, throw, upon, jump.*

let get le g leg	at sat	three blow thr ow throw	up on upon	just fum put j um p jump

(*b*) Picture study: Study the pictures on page 83.

Lead the children to notice the four different sets of gs. It may be that they will not make out the "one leg." so, explain. When they have seized this point they will ıtch and enjoy the fun in the pictures and be prepared read with appreciation.

2. Reading from the Book. Page 83.

3. Phonics.

Word problems: *beg, peg, keg, meg, bump, dump, hump, ımp, pump, stump, thump.*

bell leg b eg beg	pat beg p eg peg	kitty peg k eg keg	bird jump b ump bump	seed bump d ump dump

ıorn dump ump hump	leg hump l ump lump	sleep lump p ump pump	start pump st ump stump	throw stump th ump thump

4. Reading from the Blackboard. (Read silently and

Jump up, Jack. (Mary, Kate, John, or Charles, etc.)
Come to me.
Take this ball.
Throw it to Kate.
Throw it back, Kate.
Bring the ball to me.

(Read silently and answer orally.)

What was one leg?
What was three legs?
Who was two legs?
Who was four legs?
Who sat upon three legs?
Who ran away with one leg?
What did two legs do?
What did four legs do then?

5. **Seat Work.** Word and sentence building.

6. **Dramatization.** Let the children act the rhyme. *Two legs* may pretend to hold *one leg* and make believe throw it.

LESSON 63. PRIMER, PAGES 84, 85

Fox and Geese and I See You

1. **Thought and Word Development.**

(*a*) Word problems: *get, supper.*

gander let g et get	up sup	grasshopper supper

(*b*) Picture study. Page 84.

(Let the children get their answers from the picture nd the text.)

" What are the children doing? What is the name of ıe game? (See title.) Who is the boy? Who is the first irl? Who are the other girls? What is the fox trying ɔ do? What is Mother Goose trying to do? If Mr. Fox atches the little geese, what will he do with them? Vhat do the little geese say to Mr. Fox?"

2. **Reading from the Book.** Pages 84 and 85.

3. **Dramatization.** The children will know how to lay " Fox and Geese " without any help. Train them to se the exact words of the text.

4. **Phonics.**

(*a*) Word building: *latch, match.*

(*b*) Word problems: *batch, hatch, patch, thatch.*

bird catch b atch batch	here batch h atch hatch	jump hatch p atch patch	thank patch th atch thatch

catch	latch
atch	atch
latch	match

5. **Seat Work.** Word and sentence building.

LESSON 64. PRIMER, PAGE 86

Pussy's in the Well, and Tit, Tat, Toe

1. Word Building and Word Problems. *tit, tat, Lin, ding, stout, row, another.*

to it t it tit	get t at tat	in Lin	do ring d ing ding	start st out stout

throw row	man mother an other another

2. Picture and Rhyme Study. See previous lessons.

3. Reading from the Book. Page 86. Teach the children to use " Tit, tat, toe," as a counting-out rhyme.

4. Phonics. Word building and Word problems: *Molly, folly, dolly, Polly, holly, sap, map, lap, cap, flap, trap, strap, chap.*

jolly olly Molly	Molly olly folly	red jolly d olly dolly	up dolly P olly Polly	hay Polly h olly holly

slap ap sap	sap ap map	map ap lap	cut lap c ap cap	lap flap

lap ap tap	tree flap tr ap trap	trap strap	chick strap ch ap chap

5. Seat Work. Word and sentence building.

LESSON 65. PRIMER, PAGE 87

Formal Phonics. T

1. Picture Study. Let the children look at the picture and tell of the cobbler's work. Sing and play the chorus of " The Cobbler," a kindergarten song.

"Tap, tap, tap and tick, tack, too,
This is the way to make a shoe."

2. Phonics. See previous lessons.

3. Word Building. *tell, tack, tick, tuck, till, took, talk, tank, tend, tar, tart, toy, town, turn, tire, tame, taught, tan, tent, tease, tag, tight.*

bell	back	lick	duck	will	look	walk	thank
ell	ack	ick	uck	ill	ook	alk	ank
tell	tack	tick	tuck	till	took	talk	tank
friend	car	cart	boy	down	burn	fire	
end	ar	art	oy	own	urn	ire	
tend	tar	tart	toy	town	turn	tire	
came	caught	ran	went	please	wag	right	
ame	aught	an	ent	ease	ag	ight	
tame	taught	tan	tent	tease	tag	tight	

LESSON 66. PRIMER, PAGES 88, 89

Little Pussy Whitey-Toes

1. Thought and Word Development.

(*a*) Word problems: *hat, bed, nap, lay.*

hop h at hat	bird fed b ed bed	now lap n ap nap	play lay

(*b*) Develop *know* and *new* from study of the rhyme.

2. Picture and Rhyme Study. (See previous lessons.)

3. Reading from the Blackboard.

Do you see that little cat?	
O yes, I see her.	
What a funny wee wee cat.	
Do you know her name?	know
No, I do not know her name.	
Look at her toes.	
They will tell you her name.	
O yes, I know her name now.	
Her name is Whitey-Toes.	Whitey-toes
Why did she get into that hat?	hat
She was sleepy.	
That is why.	
She went into the hat to sleep.	
That is grandpa's new hat.	new grandpa's
What will grandpa say?	
He will say, "I know who went to sleep in my new hat."	

4. Reading from the Book. Pages 88 and 89.

5. Phonics. (*a*) Study the foot lists, pages 88 and 89.

88

blow	mew	toe	blows
know	new	toes	knows

89

he	hop	had	here
her	hay	hand	horn
hen	how	head	help

6. Phonics. Word building and Word problems: *few, ew, stew, born, goes, lead, instead, Ned, fled.*

ıew	new	new	bed horn	get toes	head	head	bed	bed
ew	ew	ew	b orn	g oes	ead	ead	ed	ed
few	flew	stew	born	goes	lead	stead instead	Ned	fled

LESSON 67. PRIMER, PAGES 90, 91

Kate and Kitty Take a Walk

1. Thought and Word Development. (*a*) Word building and Word problems: *bee, song, breast, robin.*

bird see	dong	bread start	red gobble
b ee	ong	brea st	r ob in
bee	song	breast	robin

(*b*) Sight words: *cheer, flower.*

(*c*) Let the children sing the song of " The Bee," Lesson 10, 6.

(*d*) Study the colored picture opposite page 90 and the sentences given below.

2. Reading from the Blackboard.

See that girl and that cat.	
Where are they?	
They are in a garden.	garden
It is a flower garden.	flower
What are they looking at?	
They are looking at a beautiful bird.	beautiful
That beautiful bird is a robin.	robin
The robin is singing a song.	song
This is his song:	
"Cheer up, cheer up, cheer, cheer, cheer up."	cheer
There are bees in the garden.	
The bees are singing a song too.	
What song do the bees sing?	
They sing, "Buzz, buzz, buzz."	buzz

3. Reading from the Book. Pages 90 and 91.

4. Phonics. Word building and Word problems: *long, beet, meet, feet, beef, seem, steed, steer, steel, tower, lard, shower, bower, power.*

song		beet	meet			feed	cheer	
ong	bee	eet	eet	bee	see	eed	eer	steer
long	beet	meet	feet	beef	seem	steed	steer	steel

garden	flower	shake flower	bee flower	nap flower
ard	ower	sh ower	b ower	p ower
lard	tower	shower	bower	power

5. Phrase Drill.

Look out.	Run away.
Cheer up.	Come back.

Let us go.	Wake up.
All out but you.	Yes, I will.
Out you go.	If you can.
Jump up.	If you please.

LESSON 68. PRIMER, PAGE 92

Formal Phonics. H

The picture will suggest the sound. Lead the children to notice the state of their breath after running at recess. Do not try to separate the sound from the rest of the words, and then combine. In deriving *hat* from *at* merely ' breathe hard ' and sound *at*, — *all with the same impulse of the voice.* Do not on any account say *hah-at.*

1. Phonics. See Lessons 32 and 41.

2. Word Building. *hall, ham, has, hate, heat, hit, hack, hut, hear, hid, hot, hive, hire, hood, hind, hound, hunt, hook, house, hail, hip.*

all	am	as	ate	eat	it	back	but	dear	did
hall	ham	has	hate	heat	hit	ack	ut	ear	id
						hack	hut	hear	hid

dot	five	fire	good	grind	ground	grunt	look
ot	ive	ire	ood	ind	ound	unt	ook
hot	hive	hire	hood	hind	hound	hunt	hook

mouse	sail	skip
ouse	ail	ip
house	hail	hip

LESSON 69. PRIMER, PAGES 93, 94, 95

How Tom Tucker Sang for his Supper

1. Thought and Word Development.

(*a*) Word building and Word problems: *box, some, bake, baker, bag, without, bin, miller, grind.*

ox box	come ome some	bird take b ake bake	farmer miller	but wag b ag bag	with out without	bag in b in bin

grunt	I	and
gr	i	nd
	grind	

(*b*) Picture study: Study the pictures on pages 93 and 95.

Let the children sing the kindergarten song, "The Mill Wheel is Turning Clip Clap." Let them show how the wheat is ground, using their hands for millstones. Develop *hungry*.

2. Reading from the Blackboard.

Look at that boy.
What is his name? (Title or text.)
What is he doing?
What is he looking for?
Why is he looking for bread?
Were you ever hungry? hungry
Who makes your bread?
Who ground the wheat for Little Red Hen.
Who grinds wheat for our bread? grinds

3. **Reading from the Book.** Pages 93, 94, 95.

4. **Phonics.** (*a*) Study the foot lists.

93

farm	sup	up	nap	ox
farmer	supper	upon	tap	box

94

bake	make	mill	come
baker	maker	miller	some

(*b*) Word building: *letter, sitter, clapper, cutter, hammer, hatter, tapper, skipper, fatter, boxer, jumper, grinder, planter, walker, sleeper, carter, gardener.*

let	sit	clap	cut	ham	hat
letter	sitter	clapper	cutter	hammer	hatter

tap	skip	fat	box	jump	grind
tapper	skipper	fatter	boxer	jumper	grinder

plant	walk	sleep	cart	garden
planter	walker	sleeper	carter	gardener.

5. **Seat Work.** Word and sentence building.

NOTE: Be sure the children know the meaning of *bin.*

6. **Phrase Drill.** (Optional.)

Once upon a time.	Not a bit.
Will you please?	If you please.
In my box.	In the bag.
For supper.	For dinner.
Once there was.	Did you ever?
In my bin.	In the flour bag.
Without flour.	Without wheat.
We won't.	Then I will.

LESSON 70. PRIMER, PAGES 96, 97

How Tom Tucker Sang for his Supper (*Cont'd*)

1. Thought and Word Development. (*a*) Word building and Word problems: *has, took, baked, gave, sang.*

	ring	look		sat song	sing	give
as	ing	ook	looked	sa ng	song	gave
has	sing	took	baked	sang	sang	

2. Picture Study. Study the pictures on pages 96 and 97.

3. Reading from the Book. Read pages 96 and 97.

4. Phonics.

(*a*) Word building: *hang, tang, fang, slang, save, slave, stave.*

sang	hang	tang	fang	gave	save	slave
ang	ang	ang	ang	ave	ave	ave
hang	tang	fang	slang	save	slave	stave

(*b*) Word problems: *brave, grave, cave, pave, wave, shave, bang, clang, rang.*

bring gave	grind gave	cut gave	jump gave	were gave
br ave	gr ave	c ave	p ave	w ave
brave	grave	cave	pave	wave

shake gave	boy sang	clap sang	rat sang
sh ave	b ang	cl ang	r ang
shave	bang	clang	rang

5. **Seat Work.** Word and sentence building.
6. **Dramatization.** Let the children act the story.

LESSON 71. PRIMER, PAGE 98

Tom Tucker's Song

1. **Thought and Word Development.** Word problems: *wind, send, fresh.*

will	do	friend	friend get	fret she
w in	win d	end	fr et	fre sh
win	wind	send	fret	fresh

2. **Picture and Rhyme Study.** As in previous lessons. Let the children memorize and sing the song. The music may be found in several song primers and kindergarten books. Or the teacher may adapt or originate a suitable tune. Or the children may make their own tune.

3. **Blackboard Review.** (Optional.)

The farmer plants the wheat.
The wheat comes up.
It gets yellow.
Then the farmer cuts it.
After that he takes it to the mill.
The miller grinds it.
Then it is wheat flour.
The miller sells the flour to the baker.
The baker makes it into bread.

Then he bakes it.
After that he sells it.
He sells it to mother.
Then we eat the fresh bread.
We eat bread in the morning.
We eat it for supper, too.

4. Word Building and Word Problems.

send	mend	lend	tend	blow	bird	rat	we
end	end	end	end	bl end	b end	r end	w end
mend	lend	tend	fend	blend	bend	rend	wend

grind	find	mind	bird	grind	blow find	kill mind	grind
ind	ind	ind	b	ind	bl ind	k ind	rind
find	mind	hind	bind		blind	kind	

5. Seat Work. Word and sentence building.

LESSON 72. PRIMER, PAGE 99

Peas Porridge Hot

1. Thought and Word Development.

(*a*) Word building: *hot, pot.*

dot	
ot	spot
hot	pot

(*b*) Picture and Rhyme study. As in previous lessons. Let the children read, memorize, and play the game.

2. Phonics. (*a*) Study the foot lists.

piece	put	pretty	pot
please	pull	puppy	pig

(*b*) Word building and Word problems: *fold, mold, ld, hold, scold, bold, told, gold.*

old	old	old	old	cold	bake	took	gave
old	mold	sold	hold	scold	b old	t old	g old
					bold	told	gold

LESSON 73. PRIMER, PAGE 100

Formal Phonics. P.

1. See Lesson 32.

Have the children sound a number of words beginning ıd ending in *p* (*peep, pup, pop, pip, pipe,* etc.). They ıay be helped by comparing the sound with the puffing an engine (*puff-puff*) or the exhaust of a naphtha launch *ut-put*). Have them note the action of the lips. *P* is n-vocal or breath consonant. Do not permit the chil- en to add a vowel sound (*pu*).

2. Word Building. (Review.)

pan	pat	patter	pill	pin	pit	all	eat
span	spat	spatter	spill	spin	spit	pall	peat

wee	see	car	seed	soon	light	out
weep	seep	carp	speed	spoon	plight	pout

back	start	drank	hop	bounce	found	flower	cluck	jump
ack	art	rank	op	ounce	ound	ower	luck	ump
pack	part	prank	pop	pounce	pound	power	pluck	pump

rain	thank	well	went	kick	will	drink	jump
ain	ank	ell	ent	ick	ill	ink	ump
pain	lank	pell	pent	pick	pill	pink	lump
Spain	plank	spell	spent	spick	spill	spink	plump

make	train	bed	dear	like	bring	my	fun
ake	rain	ed	ear	ike	ring	y	un
spake	sprain	sped	spear	spike	spring	spy	spun

can	man	ran	sat	did	kid	sit	him	take
ca	ma	ra	sa	di	ki	si	hi	ta
cap	map	rap	sap	dip	kip	sip	hip	tape

LESSON 74. PRIMER, PAGES 101, 102, 103

Pussy and Robin

1. Thought and Word Development.

(*a*) Word problems: *wall, got, jumped, chirp, almost.*

wind	get hot	baked	catch girl	all m O st
w all	g ot	jumped	ch ir p	almost
wall	got		chirp	

2. Recall the story of Kate and Kitty (pp. 91, 92); also the colored picture. Pussy Cat is going to take a walk alone. Like Tom Tucker he is hungry. There is no bread in his box either. Where will he go? To the baker's? Let us read this story and it will tell us.

3. Reading from the Book. Pages 101, 102, 103, 104.

4. Phonics.

(*a*) Study the foot lists, pages 101, 103, 104.

101

cup	clap	help	up
hop	stop	sleep	sup

103

jump	puppy	supper
chirp	sleepy	hopper

104

bring	bounce	bag	bake
bread	bought	bed	blue
breast	burned	blow	bird

(*b*) Word problems: *bite, brother, brown, brook, bug, by, bill, best, bet, better.*

bag white b ite bite	bring mother br other brother	breast down br own brown	bread look br ook brook

but go bu g bug	bed my b y by	bag will b ill bill	bed stop be st best	bed let b et bet	bet better

LESSON 75. PRIMER, PAGE 105

Formal Phonics. B

1. See Lesson 32.

The teacher should note that the true sound of *b* is formed in the larynx, the lips being closed so that no sound can escape except in the case of *b final*, after which a slight

explosive vowel sound is heard. Do not allow the children to say *bu* for *b*. The word baby can not be formed by blending bŭ-ā-bŭ-y̆.

2. Word building and Word problems: *Babbit, bitten, boost, boom, bloom, bid, bib, bull, bold, brain, brick, braid, bleed, rub, tub, cub, club, stub, cab, crab, stub, slab, stab, web, bleat, beam, boot, Bob, bait, broom, bench, bolt, barn, butter, batter, bitter, rubber, stabber, grabber.*

rabbit	kitten	yellow	rooster	boot	boom	did	bid	pull
abbit	itten	ellow	oost	boo	boo	id	bi	ull
Babbit	bitten	bellow	boost	boom	boot	bid	bib	bull

cold	train	trick	afraid	seed	run	cut	cub	tub
old	rain	rick	raid	eed	ru	cu	ub	ub
bold	brain	brick	braid	bleed	rub	cub	tub	bub

rub	can	cat rabbit	crab	stab	green slab	well
ub	ca	c rab	ab	ab	gr ab	we
stub	cab	crab	stab	slab	grab	web

		too	got	rain	bring too	Ben chick
eat	beat	b oo t	B o b	b ai t	br oo m	ben ch
bleat	beam	boot	Bob	bait	broom	bench

old	eat chick	star no	but	bat	bit
b ol t	b ea ch	b ar n	butter	batter	bitter
bolt	beach	barn			

rub	crab	stab	grab	clap cub
rubber	crabber	stabber	grabber	cl ub
				club

LESSON 76. PRIMER, PAGES 106–113

1. **Review.** Read "The Kid," pp. 44–48.

2. **Reading from the Book.** Let the children read this story at sight. If there is any word which they do not get from the context, tell them the word at once and proceed with the reading.

3. **Phonics.** Drill upon the "Phonic Review," page 118. Sound the words by lines and by columns.

4. **Dramatization.** Let the children act the story.

LESSON 77. PRIMER, PAGES 114–116

This is a story that French mothers have told to their little boys and girls for many, many years. The children may notice that it is something like the Old Woman and Her Pig, only instead of a *pig* it is Jack who doesn't behave.

1. For treatment of this story, see lesson 76.

2. **Phonics.** As in lesson 76.

LESSON 78. PRIMER, PAGE 117

1. **Thought and Word Development.**

(*a*) Word building and Word problems: *star*, *may*, *wish*, *bright*, etc.

start star	hay ay may	will fresh wi sh wish	right ight might	*For the other "ight" words study the foot lists reading from the bottom up.*

(*b*) Picture and Rhyme study. As in previous lessons.

Bring out the point that as the child goes to bed the mother repeats the first rhyme; then the child repeats the second. Let the teacher repeat the first rhyme rapidly and with spirit. Then let the children work it out line by line. So with the second rhyme.

2. Phonics. Study the "Phonic Review," page 118, as directed in Lesson 76.

PART III

DAILY LESSON PLANS

HORACE MANN FIRST READER

LESSON 1. FIRST READER, FRONTISPIECE

1. Preparation. Picture study and conversation. Let the children study the frontispiece and talk about what most interests them, — the sand, the sea, the ships, the bathers, the circus, and particularly the group in the foreground, with whom they are to become better acquainted.

Do you see those children in the front of the picture?
How many children do you see there? (BB)
How many boys and how many girls? (BB)
Look at the girl who is sitting down.
What has she on her lap? (BB)
Look at the boy who is sitting down.
What does he sit on? (BB)
Look at the boy's face.
How does he look? (BB)
What kind of a time do you think these children are having? (BB)

2. The Reading Lesson. Reading from the Blackboard.

I see four children.	children
There are two boys and two girls.	
The big girl has a doll.	doll
One boy sits on the sand.	sand
He looks happy.	happy
They are having a good time.	having

3. Phonic Review.

ball b all	pail p ail	mate m ate	hand h and	fat f at	sit s it	see s ee
ten t en	lay l ay	man m an	moon m oon	light l ight	bell b ell	mill m ill

NOTE. — This review contains nearly all the phonograms including single consonants which have been formally developed in the Horace Mann Primer. It will be especially useful with classes beginning the First Reader in September and classes in which there are many pupils who have not used the Primer.

LESSON 2. FIRST READER, PAGES 1, 2, 3

AT THE SEASHORE

1. Preparation.

(*a*) Word building and Word problems: *fill, dig, digging, call, Barbara.*

doll pig d ig dig	dig digging	cup c all call	mill ill fill	car ar Barbara

(*b*) Picture study. Study the pictures on pages 1, 2, and 3, and develop the sentences given below.

(*c*) Reading from the blackboard.

I see three children.
What are the names of the children?
The boy's name is Dick.

The big girl's name is Daisy.	Daisy
The little girl's name is Barbara.	Barbara
The dog's name is Sport.	Sport
What is the doll's name?	
The doll's name is Elizabeth Eliza.	Elizabeth Eliza
What a big name for a doll!	
Oh, she has a little name too.	
Daisy calls her Bess.	Bess
What are the children doing?	
They are digging in the sand.	sport
What is Dick going to make?	ort
He is going to make a fort.	fort
Barbara digs in the sand.	
So does Dick.	does
So does Daisy.	
So does Sport.	
Does Bess dig in the sand?	

2. The Reading Lesson. Read pages 1, 2, and 3.

The teacher should keep a copy of the Horace Mann Primer upon her desk and make herself thoroughly familiar with it. All old words which the children seem to have forgotten, especially unphonetic words, should be referred to the rhymes or stories in the Primer in which they first appeared. The word-list in the Primer, pages 119–122, will give the proper reference.

3. Phonics.

(*a*) Study the foot list, page 1.

go going play playing

(*b*) Word building and Word problems:

Bess	less	drink less	pretty less	trick less	fill
ess	ess	dr ess	pr ess	tr ess	ill
less	bless	dress	press	tress	bill

Phonogram developed: *ess.*

(*c*) Seat work. Word building with letter squares. (See Lesson 32, Part II.)

Place *it, at, ail, ill* and *all* on the blackboard and direct the children to build as many words as they can by adding other letters.

In this and all other exercises for seat work suggested in this manual, the teacher must exercise her own judgment as to the means to be employed. The children may write with pen or pencil at their seats, or with crayon upon the blackboard, as may be most convenient and profitable.

LESSON 3. FIRST READER, PAGES 4, 5

Poor Elizabeth Eliza

1. Preparation.

(*a*) Word building and Word problems: *still, deep, yesterday.*

mill ill still	dee deep	rooster yes ter day yesterday

(*b*) Context reading. The children are very quick to appreciate grammatical distinctions, such as *play, played; dig, dug.* Let them study the pairs of sentences given below and supply the right word to fill the blank space; then insert the word in its proper space. Let the children read the sentences in pairs.

To-day	I fill	my pail.	fill
Yesterday	I	my pail.	filled
To-day	I make	a fort.	make
Yesterday	I	a fort.	made
To-day	I dig	a deep well.	dig
Yesterday	I	a deep well.	dug

(*c*) Picture study. Study the pictures on pages 4 and 5 and develop sentences given below.

(*d*) Reading from the blackboard.

Yesterday Bess sat on the sand.	(Picture, page 4)	
Where does she sit to-day?	(Picture, page 5)	
To-day she sits on her mother's lap.		
How does she look?		
She looks ill.		
Poor Elizabeth Eliza!		poor
What will her mother do?		
She will call the doctor.		doctor
How will she call him?		
She will telephone to him.	(Picture, page 6)	telephone

2. The Reading Lesson. Read pages 4 and 5, section by section, at first silently and then aloud.

3. Phonics.

(*a*) Word building and Word problems:

made	ade	well fade	trick wade	glad trade	dug
ade	lade	w ade	tr ade	gl ade	ug
fade	blade	wade	trade	glade	hug

mug	pug	just mug	draw jug	drug
lug	tug	j ug	dr ug	rug
plug	slug	jug	drug	

Phonograms developed: *ade* and *ay*.

(*b*) Drill on verb forms.

To-day I run drink come give do have sleep.
Yesterday I

Treat these forms as directed under "Context reading" in this lesson.

(*c*) Seat work. (With letter squares.)

Place on the board *ee, ay, ate, an, and,* and let the children build all the words they can by adding other letters.

LESSON 4. FIRST READER, PAGES 6, 7

Doctor Dick and Mrs. Daisy

1. Preparation.

(*a*) Word building and Word problems: *hello, quick, quickly, sick, Mr., Mrs., by.*

bell	quack lick	friendly	trick	Mr. Dick	my
h ell o	qu ick	ly	ick	Mrs. Daisy	y
hello	quick	quickly	sick		by

(*b*) Picture study. Study the pictures on pages 6 and 7. Develop the sentences given below.

(*c*) Reading from the blackboard.

Do you see that girl?
What is she doing?
She is telephoning to the doctor.

Do you see that boy?
Do you see his hat?
What is by his hat?
That is his cane. cane

Doctor Dick says he will come quickly.
How will he come? (Page 7)
He will come in his automobile. automobile

2. The Reading Lesson.

(*a*) Read pages 6 and 7. Let the children look over the piece paragraph by paragraph, get the sense and read aloud.

(*b*) Let the children dramatize the lesson. A toy telephone can easily be made by the children. The dialogue can easily be worked out. Each of the first five lines on page 7 is a reply to the corresponding line on page 6; the next line on page 7 corresponds to the next three on page 6, etc.

In dramatizing the children may (*a*) read, or (*b*) give the substance in their own words, or (*c*) learn and use the exact words.

3. Phonics.

(*a*) Word building and Word problems:

cane	lane	very pane	just vane	we Jane
ane	mane	v ane	J ane	w ane
mane	pane	vane	Jane	wane

Phonogram developed: *ane.*

(*b*) Phrase drill:

to play	in the sand
to dig	dig a well
with his paws	to the doctor
not very well	thank you
to Doctor Dick	make her well
as quickly as you can	good-by

(*c*) Seat work. Let the children form words using the phonograms: *am, old, ade, ug,* etc.

NOTE. — From the first the teacher should use the names of the letters just as she uses the names of other articles in the schoolroom. She should constantly say "This *m* says" (giving the sound of the letter) or "What does this *s* say," etc. But she should make no attempt to teach the alphabet until toward the close of the first year of school. At the end of the first year the children should know thoroughly the letter names in their alphabetic order.

LESSON 5. FIRST READER, PAGE 8

FORMAL PHONICS. *ICK, ACK, ST, OP*

1. Preparation.

(1) Rhyme and Picture Study. Work over the rhyme in connection with the picture. Read and memorize.

(2) Word Study. From the rhyme develop the new words: *nimble, be, candle.*

2. Phonics. (See Part II, Lesson 32.)

(*a*) Work over the "Taking Apart" groups and develop *ick, ack, st, op.* Then develop *stick, stack, still, stop,* by "thinking together" known phonograms.

(*b*) Word building. Build these words one by one.

As they are words already learned or are composed of phonograms already developed, the children should recognize them at once without oral "sounding" or "blending." If necessary let the children "whisper" the parts together. Use the oral blend only as a last resort.

kick	back	stay	mop
chick	hack	state	lop
trick	black	stand	flop
rick	lack	stall	top
brick	slack	still	stop
prick	Mack	stout	pop
flick	smack		

(*c*) Word problems:

we kick	what back	stay heel	chick mop
w ick	wh ack	st eel	ch op
wick	whack	steel	chop

NOTE. — Do not attempt to teach these words by "flash-drill" repetition. The object of these phonic exercises is to develop the power to work out new words phonically, i.e., by independently interpreting their phonic elements. Give help, when necessary, by referring to a more familiar word containing the phonic element in question.

LESSON 6. FIRST READER, PAGES 9, 10, 11

The Doctor's Call

1. Preparation.

(*a*) Word building and Word problems:

Mr. = Mister Dr. = Doctor	think ring th ing thing	we drink w ink wink

kill sleep k eep keep	chick ch ill chill	her happy per hap s perhaps

(*b*) Sight words: *any, doors, seaside, warm, appetite.* Let the children get these words from the context; if they hesitate, give the words and let them proceed with the reading.

(*c*) Picture study. Study the pictures on pages 9 and 11, and let the children tell what they see and what they think about what they see. Incidentally any of the "sight words" which come up naturally in the conversation, may profitably be placed upon the board.

2. The Reading Lesson.

(*a*) Choose pairs of bright children to read the dialogue, assigning a page to each pair. Let each read his part of the dialogue silently and then orally. The children will like this arrangement and will learn from one another. Be sure, however, that they do not depend too much on one another.

(*b*) Dramatize the story, first allowing the children to help themselves from the book; then have them go through the dialogue without the book. Do not hold them strictly to the printed words. Make this work enjoyable; a little costuming will help. Get as much life and "snap" into it as possible.

3. Phonics.

(*a*) Word building and Word problems:

thank nimble th imble [1] thimble	candle andle [1] handle	Dot D over Dover	clap cl over clover	side ide [1] hide

side tide slide	bring side br ide bride	bride ride	wink side w ide wide

Phonograms developed: *ide.*

(*b*) Seat work. Word building.

LESSON 7. FIRST READER, PAGES 12, 13

The Doctor's Call (*Continued*)

1. Preparation.

(*a*) Word building and Word problems: *hope, when, because.*

[1] In all future exercises in "word building" and "word problems" this step will be omitted. The teacher may of course make use of it whenever necessary.

rope hope	white wh en when	caught is be cau se because

For *by* see *good-by*, page 6. For *peas* and *porridge* refer to "Peas Porridge Hot," Primer, page 99.

(*b*) Let the children get *to-morrow* from the context.

2. The Reading Lesson. Treat this lesson as directed in Lesson 6.

3. Phonics.

(*a*) Word building:

morrow	peas	wheat	eat	not	chill	tree
sorrow	peat	beat	heat	neat	cheat	treat
borrow	seat	meat	bleat			

(*b*) Form a Word List containing words built in this and in previous lessons. Arrange the words so as to break up families. Have the children work out the words phonically. In the future have an exercise of this kind as often as may seem profitable.

LESSON 8. FIRST READER, PAGES 14, 15

The Doctor and the Doll

1. Preparation.

(*a*) Word building and Word problems: ***shook, dolly, bill, pay.***

sheep look shook	doll dolly	bill [1]	pay [1]

(*b*) Picture study. Study the pictures on pages 14 and 15.

2. The Reading Lesson.

(*a*) Read pages 14 and 15. This pleasing rhyme will require little or no "teaching." Let the children work it through by themselves and read it to one another. Be sure that as they read the appropriate images are back of the words.

(*b*) Encourage the children to memorize and dramatize the rhyme.

3. Phonics.

(*a*) Word building:

doll dolly	Poll Polly	Moll Molly	folly holly	jump jolly	oll olly

Phonograms developed: *oll, olly.*

(*b*) Seat work. Word building.

LESSON 9. FIRST READER, PAGE 16

Formal Phonics. *SH, AKE, OOK, EEP*

1. Develop the Phonograms. For treatment of this lesson see Lesson 5 and also Part II, Lesson 32.

2. Word Building.

[1] These words being composed of known phonograms should be readily "sounded" by the children.

book hook	lake flake	slake spake	sham shout	shin shall

cut shut	bed shed	glad shad	blow show	flower shower

3. Word Problems.

bright look brook	cart took cook	new book nook	bring take brake	draw shake drake

4. Seat Work. Build words with familiar phonograms.

NOTE. — Purchase or make a set of "phonogram" cards. As soon as a phonogram is developed tack it up in some part of the room where it will be visible to all the children all the time, and leave it there for several days. Refer to it frequently until it is thoroughly fastened in the minds of the children. Then place it in a package containing all phonograms which have been taught thus far. There should be frequent drills upon these phonograms, but these drills should for the most part take the form of word problems or word building, not of formal drills. The exercises provided in the Manual under the head of "Phonics" will probably furnish sufficient material for all necessary drill. If they do not, the teacher should supply the deficiency. *No time should be wasted in drilling upon what is already thoroughly mastered.*

"All mere drill in the facts or tables of any subject is comparatively ineffective even for memorizing facts or tables, when compared with the method of using facts or tables as they become known in the accomplishment of definite and interesting purposes by the pupils." — From *Teaching of Reading*, by James L. Hughes.

LESSON 10. FIRST READER, PAGES 17, 18

Poor Dog Bright — White Sheep

1. Preparation.

(*a*) Word building: *fright, stand, stay, hill.*

These words, being composed of known phonograms, should be readily sounded by the pupils. In the following lessons words of this character will be omitted from the Manual. The teacher should, however, give them whatever attention may be necessary to prevent hesitation during the reading lesson.

(*b*) Sight word: *off.* Let the children get this word from the context.

2. The Reading Lesson. Let the children study the pictures and the rhymes and then read and memorize them as directed in previous lessons. (See especially Lessons 7, 12 and 15 in Part II.) Note especially the shepherd boy, the sheep, and the cloud-sheep on the blue hill.

3. Phonics.

(*a*) Study the foot lists on page 18.

still	why	blow	won't
stay	white	blue	didn't
stand	when	black	doesn't
	[1] wh	[1] bl	

(*b*) Word building.

[1] Develop these compound phonograms (*wh* and *bl*), as indicated. Although *b* and *l* have been developed singly, the combination *bl* should receive some attention. See that *bl* is pronounced not *b-l*, but *bl*, i.e., with a single impulse of the voice.

feel	girl	Tim	supper	new	back	hopper
wheel	whirl	whim	whimper	whew	whack	whopper

dot	feed	fed	grunt	mouse	came	beat	new
blot	bleed	bled	blunt	blouse	blame	bleat	blew

4. Context Reading. (See Lesson 3, 1, (*b*).)

To-day the wind blows.
Yesterday the wind . . .

To-day the sheep go away.
Yesterday the sheep . . . away.
To-day poor Dog Bright runs away.
Yesterday he . . . away.
To-day Bess eats her supper.
Yesterday she . . . her supper.

To-day Daisy feeds Bess peas porridge hot.
Yesterday she . . . her peas porridge hot.

(*a*) Seat Work. Word building with familiar phonograms.

LESSON 11. FIRST READER, PAGE 19

A New Trick

1. Preparation.

(*a*) Word building and Word problems: *alive, doggie, drop, Rover.*

five	afraid	Kate	dog	drink hop	run over
live	alive	Katie	doggie	drop	Rover

(*b*) Refer *alive* and *five* to "I caught a mouse alive" (Primer, page 27), thus fixing the words and the sounds in an easily remembered context.

(*c*) Picture study and Thought development.

This lesson gives free play to "dramatic personation." If the children imagine vividly they will express the thoughts of the text with proper emphasis and inflection. If they read silently and then *express themselves* before they read aloud, their reading aloud will be as nearly as possible like actual speaking. Some children may have to be helped to understand just what action corresponds to the words of the text. Have them study the pictures and help them with such questions as these:

Look at the first picture. What is that boy going to do? (He is going to throw the ball.) What does he say when he throws it? (Text.) What does he want the dog to do? Look at the second picture. What is the dog doing? What does the boy tell the dog to do now? (Text.) Look at the third picture. What is the boy trying to do? (Text.)

2. The Reading Lesson. Have the text read, section by section. Get as much snap and life into it as possible. Tell each child to *make believe* he is teaching his dog these tricks.

3. Phonics.

(*a*) Word problems and Word building:

door jump	ran jump	thank jump	lump	pump	jump
dump	rump	thump	slump	hump	ump

ump	mumps	hum	nimble	humble	tumble
um	stumps	mum	ble	mumble	stumble

bumble bee	grunt	fumble	drop	get	plum
umble	grumble	jumble	drum	gum	plump

Phonograms developed: *um, ump, ble, umble.*

(*b*) Seat work. Word building with familiar phonograms.

LESSON 12. FIRST READER, PAGES 20, 21

A Cat's Tale

1. Preparation.

(*a*) Word building and Word problems: *pleased, silk, silky, thing, sharp, hid, hidden, bur, fur, pur, hurt, bet, better.*

please	milk	pony	thank	car	did	chicken
pleased	silk	silky	thing	sharp	hid	hidden

burn	bur	pur	fur	get	baker
bur	fur		hurt	bet	better

For *any* refer to *anything*, page 9.

(*b*) Picture study. Study the picture and by appropriate questions develop the sentences given below.

(*c*) Reading from the blackboard.

Do you see that girl and that cat?
That girl's name is Dorothy. Dorothy
Dorothy likes the cat.

The cat likes Dorothy.
They are good friends.
The cat's fur is very soft. soft
See Dorothy stroke the cat's fur. stroke
That makes pussy pur.
She purs because she is pleased.
Once Dorothy pulled pussy's tail.
What did pussy do then? (Picture, page 21.)

2. The Reading Lesson. Read pages 20 and 21.

3. Phonics.

(*a*) Word building and Word problems:

hurt	bur	turn	chick
fur	burn	spur	churn
ur	urn	spurn	blur

bread stroke	chick broke	yes choke	oke	poke
broke	choke	yoke	smoke	spoke

Phonograms developed: *ur, urn, oke.*

(*b*) Seat work. Word building.

LESSON 13. FIRST READER, PAGES 22, 23

Dame Trot and Her Cat

1. Preparation.

(*a*) Word building and Word problems:

doll came	catch	car kid	do
dame	chat	hark	dark

Refer *side* to *seaside,* page 10.

(*b*) Sight word: *listen.*

2. The Reading Lesson. Study the picture. Study, read, and memorize the rhyme as directed in previous lessons. See especially Lessons 7, 12, and 15, Part II.

3. Phonics.

(*a*) Study the foot lists, pages 22 and 23.

chick chill chat chin ch

Note that the digraph *ch* has nearly the sound of *tsh.* It is the voiceless or whispered correlative of *j*. The children may associate the sound with the exhaust of a steam engine.

dark	dame	trot	hop
hark	came	spot	drop
bark	name	pot	stop

(*b*) Word building.

ark	ame	ot	op
lark	lame	lot	lop
Clark	tame	slot	slop
park	same	blot	flop

Phonograms developed: *ch, ark, ame, ot.*

he will	she will	that is	you are
he'll	she'll	that's	you're

(*c*) Seat work. Word building with familiar phonograms.

LESSON 14. FIRST READER, PAGES 24, 25

Dot and Fun

1. Preparation.

(*a*) Word building and Word problems: *yarn, claw, feel, bark.*

yes car no yarn	clap saw claw	this man than	heel feel	dark bark

(*b*) Sight words: *scratch, climb.*

(*c*) Picture study. Dramatize as in previous lessons. Lead the children to express their personal preference as between cats and dogs, and assign parts accordingly.

2. The Reading Lesson. Read pages 24 and 25.

3. Phonics.

(*a*) Study the foot list, page 25, and develop *aw.*

paw maw flaw	saw haw gnaw	caw law claw	draw raw straw	aw awl bawl

thank thaw	clap claw	draw drawl	she shawl	chit chide

cheat chop	chess cheat	choke churn	chain choke	chum chump

Phonograms developed: *aw, awl.*

(*b*) Enunciation. Some children say *drawr* for *draw.* Drill to correct this error.

(*c*) Seat work. Word building with familiar phonograms.

LESSON 15. FIRST READER, PAGES 26, 27

Grandma is Knitting

1. Preparation.

(*a*) Word building and Word problems:

know knit	clap o goose close

(*b*) Word study: Before beginning to read, work over the head lists and the foot lists, pages 26 and 27.

(*c*) Picture study. Study the pictures on pages 26 and 27.

2. The Reading Lesson. Read pages 26 and 27.

3. Phonics.

(*a*) Study the foot lists.

(26)

knit knitting sit sitting

(27)

bounce pounce	nap tap	lap clap	ever never

(*b*) Teach the names of the vowels: *a, e, i, o, u.* The letters are like children: they talk. There are boy children and girl children. So we may say there are boy letters and girl letters. To-day we will learn the names of the girl letters. The girl letters are (BB) *a, e, i, o,* and *u.*

(*c*) Place on the board: Sometimes these girl letters say their names and sometimes they say something else. To-day we will learn their names so that we can tell *when they say their names.* What are the names of the girl letters?"

at ate	can cane	bit bite	hop hope

"Sound this word slowly. (*at*)
How many sounds did you make? (*two*)
Sound this word slowly. (*ate*)
How many sounds in ate? (*two*)
How many letters in ate? (*three*)
There are only two sounds: which letter did not say anything? (*e*)"
So for the other pairs.
"Sound these words slowly. (*at, ate*)
In which of them does *a* say her name? (*ate*)"
So for the other pairs.

"In these words *e* does not say anything to us; but she tells *a* to do something. What does she tell her to do?" (To say her name.)

NOTE.—"The letters should always be spoken of, to the children, as if they had personality. They should be represented as saying something, as speaking alone, as singing duets with other letters, or as keeping silence to listen to their little comrades in the words, when they are not expected to speak themselves. This simple practice invests the letters with a real personal power, and arouses a vital interest in them on the part of the children. It adds to the interest, and aids in a natural classification of the letters to speak regularly to the children of the vowels as "girls," and of the consonants as "boys." The words "vowels"

and "consonants" should of course not be used, but to have both "girl" letters and "boy" letters makes the personation more complete and more real, and prepares the way, lays the apperceptive basis for a logical classification of the letters later." — *Teaching to Read,* by James L. Hughes.

LESSON 16. FIRST READER, PAGES 28, 29

A Kitten Rhyme

1. Preparation.

(*a*) Word building: *yet, O, should, only.*

yes yet	oh - O	would should	won't only

Picture Study. Recall the rhyme "Kitty's Name," Primer, page 15. The children probably know it. Let some one recite it. Recall the picture. If possible, show it in the Primer. Then turn to page 26 of the First Reader. "Look carefully at that kitten. What do you think her name is? Yes, that is Dot. To-day we are going to read more about Dot, Grandma, and the ball of yarn."

2. The Reading Lesson. Read pages 28 and 29.

3. Phonics.

fat fate	cat Kate	tap tape	Tim time	for fore	cut cute

Treat these words as directed for *at, ate,* and develop the rule: "When *e* stands at the end of a word with a boy letter between her and another girl letter, *e* does not say

anything to us; but she whispers to her sister letter and says, 'Say your name, say your name.' And the other girl letter almost always minds and says her name."

Do not require the children to memorize this rule, but in subsequent lessons lead them to apply it again and again till its application becomes automatic.

LESSON 17. FIRST READER, PAGE 30

Formal Phonics, *R, ED, UN, AIN, ING, BR,* and *TR*

1. For treatment of this lesson see previous similar lessons.

2. Word Building. From the word building list on page 30 develop *br* and *tr*.

bray	tray	rail	bun	ring
brake	trail	ram	pun	spring
bran	trill	rake	stun	sling
brand	treat	rook	shun	sting
broke	trump	rump	spun	fling
broom	trawl	rum	hunt	

3. Phonics.

Call attention to the girl letters which do not speak to us but tell the other girl letter to say her name. Continue to call attention to what the various letters do and say in subsequent lessons. The twin brothers *ll* sing a duet, but they sing only the same song that brother *l* sings alone.

4. Enunciation. For directions for securing the correct utterance of *r*, see Part II, 4, 4.

5. Seat Work. Build words with the phonograms, *an, in, on, un.*

LESSON 18. FIRST READER, PAGES 31, 32, 33

The Sly Fox and the Hungry Lion

1. Preparation.

(*a*) Word building and Word problems: *brother, spy, could, den, along.*

mother other brother	my sly spy	cat would could	do den	song along

(*b*) Sight words: *wonder, fast* (context).

(*c*) Picture study. Study the pictures on pages 31, 32, 33. "Is that lion young or old?" Lead the children to note that all the tracks point one way. "What is the fox looking at and what is he thinking about?" "Why are there no tracks coming out?"

(*d*) Let the children work through the text silently, and then let two or three tell the story in their own words. Let them help themselves from the book if necessary. This may take a little time; but it is time well spent.

(*e*) If time permits, dramatize the story before reading. This will help greatly in getting good expression.

2. The Reading Lesson. Read the story through con-

tinuously and with as little interruption as possible. If slight errors are made, correct them at some other time.

See that the children appreciate the point in "I will make tracks *away* from your den as fast as I can." You can tell by the way they read. If they do not quite get the joke, help them.

3. Phonics.

(*a*) Study the foot lists, pages 31 and 33.

(31)

trot trotting hop hopping

(33)

could would should

(*b*) Word building and Word problems.

fast	mast	net lick	neck	peck	did
ast	past	ne ck	eck	speck	deck
last	hast	neck	peck	check	fleck

Phonograms developed: *ast, eck.*

(*c*) Seat work. Word building with familiar phonograms.

4. Context Reading.

The old lion . . . hungry.
He wanted something to . . .
A rabbit . . . hopping along.
He . . . into the lion's den.
But he never . . . out.
Why did he not . . . out?
Because the lion . . . him up.
That . . . why.

LESSON 19. FIRST READER, PAGE 34

Where is Your Nest, Birdie?

1. Preparation.

(*a*) Word building and Word problems: *egg, or, birdie, brown, nest, speckled, trouble.*

leg	for	Katie	down	net	nibble	nibbled
egg [1]	or	birdie	brown	nest	nibbled	speckled

cut
tr ou ble
trouble

(*b*) Sight word: *among.*

(*c*) Picture study. Study the picture opposite page 34. Bring out the way the bird has of protecting her nest from the little boy. The boy is off the track. If he follows the bird, he will not find the nest. He should look in the direction the bird *came from,* not in the direction it is *going.* When the children get the point, let them make up a story about the little boy and the bird before they read the monologue aloud.

2. The Reading Lesson. Read page 34.

3. Word Drill.

(*a*) Compounds.

something anything somewhere anywhere nowhere

(*b*) Color words.

[1] The twin brothers *gg* speak in concert: they say the same thing.

white	red	green	speckled
black	blue	yellow	brown

4. Phonics.

Word building and Word problems: *best, lest, pest, west, crest, jest, double.*

nest	test	chest	way	can	just	do trouble
est	rest	pest	west	crest	jest	double
best	lest					

Phonogram developed: *est.*

(*c*) Seat work. Build words with familiar phonograms.

4. Phrase Drill.

on this side	with her claws
on that side	in her paws
beside her	by the fire
behind her	at the door
before her	behind the door

LESSON 20. FIRST READER, PAGE 35

Sugar and Spice

1. Preparation.

(*a*) Word building and Word problems: Study the foot lists, page 35.

snip	snap	snail
nip	nap	nail
ip	ap	ail
rip	rap	rail
trip	trap	trail

Begin with *nap* (Primer, page 89); then build *snap, snip, snail.*

Develop *sugar, spice, nice,* from the study of the rhyme.

2. Rhyme Study. Study, memorize, and read the rhyme as directed in previous lessons. See especially Part II, Lessons 7, 12, 15.

Perhaps some of the children have known and loved the book of nursery rhymes entitled "Sugar and Spice and All That's Nice." This is where that title came from. "What does the poem mean? I don't exactly know. Maybe it is just a rhyme that very many children have liked to hear, and that you can go home and repeat to your baby brother or sister. Whatever it means, little girls are something very nice, that's certain. But little boys are not so bad either. Snaps ('for outings, 5¢') are very nice, and puppy dogs' tails act very happy sometimes — they are about the happiest part of the puppy. A snail is something very slow — and some little boys are pretty slow. . . . How would it do to turn the poem around, so that *little boys* will be made of sugar and spice and all that's nice?" In some such way the teacher may give a setting to the rhyme.

3. Phonics.

(*a*) Study the foot lists. (See 1, (*a*) above.)

Phonograms developed: *sn* (from *snip, snap, snail*), *ip, ap.*

(*b*) Word building.

snatch	slip	slap	snake
snout	chip	chap	trip
snug	whip	flap	map

(*c*) Seat work. Word building with familiar phonograms.

4. Phrase Drill.

in his den	out of his den
on the ground	upon the table
in the sand	at the seashore
by the shore	with her pail
in his hand	in his pail

LESSON 21. FIRST READER, PAGE 36

Two Little Black Birds

1. Preparation.

(*a*) Word problems and Word building: *other, flew, pray, left, alone.*

brother other	new flew	pretty pray	let left	telephone stone alone

(*b*) Sight word: *none.*

2. Picture and Rhyme Study. As directed in previous lessons.

3. Phonics. Review.

LESSON 22. FIRST READER, PAGE 37

Formal Phonics, *D, ON, OND, END, UND, DR*

1. Work through the material on page 37, as directed in previous lessons. See especially Part II, Lesson 32.

2. Additional Word building.

Dan	bend		bond	ye	drug
Dover	mend	under	pond	yonder	drum
date	Molly	plunder	blond	ponder	dress

3. Enunciation. To sound *d* alone, place the tip of the tongue in the position for *t* and sound *with voice.* Avoid *duh* on the one hand and *nd* on the other.

LESSON 23. FIRST READER, PAGES 38, 39

Little Red Hen and Sly Fox

1. Preparation.

(*a*) Let the children work through pages 38–44. Let them study the picture on page 38 and the colored picture opposite page 40. By appropriate questions bring out the title of the story; and in their proper places bring out the sub-titles: where the little hen lived; what she could do; and what the foxes wanted to do.

Work through the text silently, letting the children make out for themselves from the context as many of the new words as possible. Of course "Little Red Hen" lived

in a *house;* it's there in the picture. She had a garden; naturally she *worked* in the garden.

(Explain that a hen eats stones and tell why. "The hen has no teeth. She swallows her food whole. She swallows stones and these stones grind her food. She has a little mill in her crop. Ask your mother about it.") "The Little Red Hen used to scratch in the ground. Of course she was trying to *find* stones for her little mill. In the picture she is going to catch a grasshopper. What else would she catch? *Bugs* of course." In some such way as this help the children when necessary in making out the new words from the context.

NOTE. — All the new words will be listed in the several lessons, but the teacher should develop only those upon which the children need help. This plan should be followed in all subsequent lessons.

(*b*) When the children have worked through the whole story let some of them tell it in their own words. Let each story-teller tell the whole story. If he needs suggestions let the other children give them. In this work the teacher's aim should be to develop the power to tell a story fluently and completely with the facts arranged in their proper sequence.

(*c*) Sight words: *pleasant, work.*

(*d*) Word building and Word problems: *lived, house, worked, bug, cackle, find.*

give live lived	mouse house	work worker worked	dug bug	cat speckled ca ckle cackle	grind find

2. The Reading Lesson. Read pages 38, 39.

3. Phonics.

(*a*) Study the foot lists on pages 38 and 39.

(38)

walk walked work worked

(39)

she he we me ē

(In these words, *she*, *he*, etc., *e* says her name, and when we want to show that she says her name we sometimes put a flat cap on her like this, ē. But *e* likes to have her twin sister with her. When they are together like this, *ee*, they speak in concert: they say just the same thing that sister *e* says when she is alone and wears her flat cap. Thus, *wee*, *see*, *dee*.)

(*b*) Word building.

beet	seed	green	sleep	heel
feet	heed	seen	sweep	feel
meet	feed	sixteen	steep	wheel

Phonograms developed: *ē*, *ee*.

(*c*) Seat work. Build words using *e* and *ee* as bases.

LESSON 24. FIRST READER, PAGES 40, 41

Little Red Hen and Sly Fox (*Continued*)

1. Preparation.

(*a*) Sight words: *creep.*

(*b*) Word building and Word problems: *wife, bad, visit, first, boil, behind, hid.*

knife	had	very	is	it	girl	boy (oy = oi)	find	did
wife	bad		visit		first	boil	behind	hid

2. The Reading Lesson. Read pages 40 and 41.

3. Phonics.

(*a*) Study the foot lists.

(40)

day ate made came ā

(In these words *e* does not say anything to us; but she tells *a* to say her name. When *a* says her name she sometimes wears a flat cap like this, ā. In the word *day, y* is only *i* in a long dress and a false face; she does the same thing that *e* does in these words (*ate, made,* etc.).

Phonogram developed: ā.

(41)

sleep	beside	drop	hop
creep	behind	dropped	hopped

(*b*) Seat work. Build words using *ate, ame, ade, ane, ake,* as bases.

4. Phrase Drill.

in her little house	out of the house
in the garden	out of the garden
on her eggs	in the ground
day after day	night after night

LESSON 25. FIRST READER, PAGES 42, 43

Little Red Hen and Sly Fox (*Continued*)

1. Preparation.

(*a*) Sight words: *scissors.*

(*b*) Word building and Word problems: *roost, fell, dizzy, floor, round, fly, hole, thought.*

rooster roost	well fell	did buzz pony di zz y dizzy		door floor	ground round	sly fly	hope hole
		thank bought th ought thought					

2. The Reading Lesson. Read pages 42 and 43.

3. Phonics.

(*a*) Word building and Word problems.

wife life	bad shad	first firm	boil soil	roost boost	hole mole	fly dry	creep crack
	crop crook		crane crate		cram cr		

Phonogram developed: *cr.*

(*b*) Seat work. Build words with familiar phonograms.

LESSON 26. FIRST READER, PAGE 44

Little Red Hen and Sly Fox (*Continued*)

1. Preparation.

(*a*) Word building and Word problems: *try, held, lid, wait, splash, opened.*

sly try	hello held	hid lid	wife pail wait	at ash lash	lash plash splash	hope not open opened

2. The Reading Lesson. Read page 44.

3. Phonics.

(*a*) Word building and Word problems:

wait bait bail	splash lash flash	dash mash smash	rash trash	hash ash	cat cash	creep crash
		claw clash		get gash		

Phonogram developed: *ash.*

(*b*) Seat work. Word building with familiar phonograms.

LESSON 27. FIRST READER, PAGE 45

Miss Jane had a Bag

1. Preparation.

(*a*) Word problems and Word building:

wonder under	able table

(*b*) Sight word: *minute* (Get from the rhyme).

2. Picture and Rhyme Study. Study the picture; study and read the rhyme as directed in previous lessons. See especially Lessons 7, 12, and 15, in Part II. The rhyme may be memorized or not as the teacher prefers.

3. Phonics.

(*a*) Study the foot list. (See Lessons 15, 16, 17.)

so	open	hole	stone	ō

(*b*) Phonogram series and phonic review. From the *an* and *at* series develop the *ad, ap, ack, am,* and *amp* series.

an	en	in	on	un
at	et	it	ot	ut
ad	ed	id	od	ud
ap	ep	ip	op	up
ack	eck	ick	ock	uck
am	em	im	om	um
amp	emp	imp	omp	ump

Phonograms developed: *amp, em, emp, ep, et, id, im, ō, od, ock, om, omp, ut.*

(*c*) Word building:

land	lend	hint	pond	hunt
bat	bet	bit	shot	shut
shad	shed	slid	shod	mud
slap	step	ship	shop	supper
slack	speck	brick	block	bucket
sham	stem	brim	from	tumble
tramp	temper	limp	romp	mumps

Drill *across* till the children get the *feel* of the several short vowels in both (*b*) and (*c*).

Drill by columns for sounds of the *same* vowels and of the *different* consonants.

(*d*) Seat work. Build words with familiar phonograms.

4. Phrase Drill.

in the house	all the time
in the garden	into the house
in a bag	out of the house
out of the bag	behind the door
in the ground	to her roost
out of the ground	on his back
day after day	after his tail
night after night	by and by

5. Rhyme Study. Begin learning the "Visiting" rhyme on page 49. Play the game.

LESSON 28. FIRST READER, PAGES 46, 47

They All Work for a Living

1. Preparation.

(*a*) Word building and Word problems: *cry, think, long, gay, white, Turner, Mouser.*

sly	drink	along	get	white	burn	mouse
cry	think	long	gay	while	Turner	Mouser

(*b*) Picture study. Study the picture, page 46.

2. The Reading Lesson. Read pages 46 and 47.

3. Phonics.

(*a*) Study the foot lists, pages 46 and 47.

(46)

nice time side night ī

(47)

by cry sly fly ȳ[1]

we	wink	well	would
w e	w ink	w ell	w ould
w	ink	ell	ould
wake	pink	shell	should

(*b*) Word building.

[1] Ȳ is only ī in a long dress and a false face.

blake	slink	spell	wade
flake	chink	swell	trade
stake	brink	dwell	blade
shake	blink	smell	shade

Phonograms developed: *w, ink, ould, ī, ȳ.*

(*c*) **Enunciation.** To sound *w* alone, say $\overline{oo}$ without prolonging. This gives the proper position of the vocal organs and blends easily with the following sound, whatever it may be.

4. Seat Work. Word building with familiar phonograms.

5. Rhyme Study. Continue the study of the "Visiting" rhyme, page 49.

LESSON 29. FIRST READER, PAGE 48

Two Rabbit Rhymes

1. Preparation.

(*a*) Word building and Word problems. *nose, wood, stood, dance, sunny, timid, habit, sir.*

because	good	pounce	funny	Tim id	hab it	girl
no se	wood	dan ce	sunny	timid	habit	ir
nose	stood	dance				Sir

(*b*) Picture study. Study the pictures. Bring out and read the two titles: IN THE DAYTIME and AT NIGHT.

2. The Reading Lesson. Study, read and memorize the rhymes as directed in previous lessons.

3. Phonics.

(*a*) Study the foot lists.

fun	quick	fur	down
fun ny	quick ly	fur ry	down y

(*b*) Word building and Word problems.

gayly	nicely	justly	sharply	closely
badly	homely	softly	pleasantly	sickly

nose	this	clap	pose	dance	chance	prance
rose	those	close	ose	lance	France	ance

Phonograms developed: *y, ly, ose, ance.*

(*c*) Practice finding familiar elements anywhere, — at the beginning, middle, and end of words. Let some of these words be long words, such as: *obedient, whispering, punishment, lonesome, reminding, example, divide, multiply, subtract, delicate, surprise, American, neighborhood, welcome,* etc.

4. Rhyme Study. Continue the study of the "Visiting" rhyme, page 49.

LESSON 30. FIRST READER, PAGES 49–53

Visiting

1. Preparation.

(*a*) Word building and Word problems: *wash, clean, across, our.*

want wash	meat mean clean	soft croft cross across	flour our

(*b*) From a study of the rhyme and the pictures, develop *iron* and *sew*.

Place irregularly upon the board: Tuesday, Sunday, Monday, Friday, Thursday, Saturday, Wednesday. Tell the children that these are the names of the days of the week and let them pick out Monday, Tuesday, etc.

2. The Reading Lesson. Study, read, memorize, and act the rhyme as directed in previous lessons.

3. Phonics. (*a*) Study the foot lists.

(50)

could	would	should	can
couldn't	wouldn't	shouldn't	can't

(52)

bake	take	come	give
baking	taking	coming	giving

(53)

no	net	not	nice	new
n o	n et	n ot	n ice	n ew
n	et	ot	ice	ew
name	pet	pot	mice	mew
an	en	in	on	un

(*b*) Word building:

neat	bet	lot	slice	few
bleat	wet	slot	twice	chew
treat	pet	blot	trice	crew

Phonograms developed: *n, ice, ew.*

(*c*) Seat work. Word building with familiar phonograms.

LESSON 31. FIRST READER, PAGE 54

TELEGRAMS

1. Preparation.

(*a*) Word building and Word problems: *grand, another, year, ready, slept, sister, shore.*

grunt grand	mother another	yes dear year	bread ready	sl ep t slept	Mr. = Mister sister	stone store shore

2. The Reading Lesson. Read page 54.

Let the children appoint different ones to receive the telegrams. Then, when Dr. Dick has received his telegram, he must read it aloud.

3. Phonics.

Word building and Word problems:

shore	sore	wore	core	bore
ore	tore	swore	score	fore
more	pore	chore	snore	before

year	tear	drear	bean	leap	leaf
ear	hear	clear	mean	reap	sheaf
near	shears	clean	lean	cheap	cheat

fear	east	beach	teacher	steamer	meal	peach
feast	least	reach	preacher	dreamer	seal	each
least	beast	bleach	reader	beater	peal	ea

Phonograms developed: *ore, ea.*

4. Seat Work. Build words with *ea* and *aw* as bases.

LESSON 32. FIRST READER, PAGES 55–61

The Go to Sleep Story

1. Preparation.

(*a*) Word building and Word problems: *arm, gown, us, babies, their, geese, cunning, feathery, waddle.*

farm	down	just	baby	they	goose	cutting
arm	gown	us	babies	their	geese	cunning

h ea d other	wash candle
f ea ther y	wad dle
feathery	waddle

(*b*) Words containing known phonic elements only: *given, story, till, asleep, leap, more, before, pond.*

(*c*) Unphonetic sight word: *heard.*

Note. — The material under (*a*), (*b*), and (*c*) is placed here for the convenience of the teacher. With most classes it will not be found necessary to spend much, if any, time in the development of these new words. The teacher is advised to proceed at once to the work laid down under the next heading.

(*d*) Picture study. Let the children study the pictures. Let them identify the various animals. Lead them to note that the little boy in the first picture is ready for bed. "What time is it, then? What are the animals coming in for? Is it not about bedtime for the dog, geese, chickens, etc.?" They have on their nightgowns. "What kind of nightgown has the little dog? (See text, page 55.) What kinds of nightgowns have the other animals? (See text.) The little dog went trot, trot, when he came in. How did the kittens come? The rabbits?" etc.

2. The Reading Lesson. Let the children read each section of the story silently, asking for the words which they cannot make out phonically or from the context. Having worked through all the sections silently, let them read the whole story as rapidly and as continuously as possible.

3. Phrase Drill.

all ready for bed	just in time
to Baby Ray	as still as still could be
in his mother's arms	with a leap
went to sleep	go to bed
to this story	very softly

4. Phonics.

(*a*) Study the foot lists on page 61.

sp	sl	sk	sh	y
spy	sly	skip	shook	spy
spot	slip	sky	ship	sly
spin	slap	skin	shy	sky
spark	sling	skill	shark	shy

(*b*) Word building and Word problems:

feather	sister	cackle	fluff	buff	stuff
leather	Mister	crackle	uff	puff	snuff
weather	blister	tackle	muff	huff	bluff

Phonograms developed: *sp, sl, sk, uff.*

(*c*) Seat work. Word building with familiar phonograms.

LESSON 33. FIRST READER, PAGES 62, 63

If You Want Any Dinner

1. Preparation.

(*a*) Word problem: *squeal.*

quick
squeal

(*b*) Words containing known phonic elements only: *meal, sad, forlorn, snug, dinner, patch, fine.*

(*c*) Picture study. Study the pictures and the text together. The children will discover from the picture what each chick wanted. Let them discover from the text the name of each.

2. The Reading Lesson. Read each stanza silently, then aloud. Call attention to the title. This may give rise to some discussion of the main point. Encourage the

children to express themselves freely. "If chickens want any dinner they must scratch, scratch, scratch. What must people do?"

3. Phrase Drill. Work over the selection to secure the proper phrasing.

4. Phonics.

(*a*) Study the foot lists on page 63.

red	fed	led	bed	ĕ
pet	hen	nest	sell	ĕ

(*b*) Word building:

girl	bird	birth	fir
whirl	third	mirth	sir
skirt	stir	first	ir

good	dog	gate	dug	grain	grade	grew
give	snug	gum	lug	grin	grill	grope
got	bug	game	plug	grip	grit	graft
g	g	gap	drug	grant	gram	greet

Phonograms developed: *ĕ, ir, g, gr.*

(*c*) Seat work. Word building with familiar phonograms.

LESSON 34. FIRST READER, PAGES 64–66

The Gray Brothers and the Gruff Goblin

1. Preparation.

(*a*) Words containing known phonic elements only: *same, small, gruff, trip, trap, trop.*

(*b*) Sight words: *goat, bridge, young.*

(*c*) Word problems and Word building: *together, river, goblin, voice, great, roar.*

to	get mother ge ther together	giver river	gobble goblin	goat r oa r roar	visit boil dance v oi ce voice	greāt

(*d*) Picture study. Study the picture, page 64.

(*e*) Reading from the blackboard.

under the bridge	over the river
on the bridge	over the water
across the bridge	above the water
over the bridge	to eat good grass
into the water	Billy Gray
just behind	little Billy Gray
just before	big Billy Gray
across the river	great big Billy Gray

2. The Reading Lesson. Read pages 64, 65, and 66.

3. Phonics.

(*a*) Study the foot lists, pages 64 and 65.

(64)

small	big	fat
smaller	big ger	fat ter
smallest	big gest	fat test

(65)

old	sick	quick
old er	sick er	quick er
old est	sick est	quick est

(*b*) Word building and Word problems:

bridge ridge	river shiver	liver sliver	voice choice	goat boat	float load	road toad	oa

Phonograms developed: *er, oa.*

(*c*) Seat work. Word building with familiar phonograms.

LESSON 35. FIRST READER, PAGES 67–69

THE GRAY BROTHERS AND THE GRUFF GOBLIN (*Continued*)

1. Preparation.

(*a*) Words containing only known phonic elements: *tramp, brave, grew.*

(*b*) Word building and Word problems: *grow, growl, meadow, strong.*

blow grow	now owl growl	ready m ead meadow	to-morrow ow	long strong

(*c*) Picture study. Study the picture, page 68.

2. Reading Lesson. Read pages 67, 68, 69.

3. Dramatization. Let the children tell the story, helping themselves from the book if necessary. This story furnishes an excellent opportunity for training in expression. Encourage the children to give as dramatic a rendering as possible. The gruff goblin has a deep gruff voice of course; and great big Billy Gray has a great big voice. Let the children dramatize the story.

4. Phonics.

(*a*) Study the foot lists, pages 67, 68, 69.

(67)

roar	roared	growl	growled

(68)

roll	rolled	call	called

(69)

tramp	tree	green	grow
trip	try	grass	gray
tramp	tray	grind	gruff
trick	trill	ground	growl
track	train	grunt	grew

(*b*) Word building:

or	morn	north	born	lord
nor	corn	short	form	order
for	horn	snort	storm	border

Phonograms developed: *ed* (=*d*), *or*.

(*c*) Seat work. Word building with familiar phonograms.

LESSON 36. FIRST READER, PAGES 70, 71

JUMBO'S TRUNK

1. Preparation.

(*a*) Words containing known phonic elements only: *thick, short, ear, fan, flap, neck, an, always.*

(*b*) Sight words: *elephant, carry.* (Picture and context.)

(*c*) Word building and Word problems: *squirm, front, trunk.*

squeal squirm	wonder front	drank drunk trunk

(*d*) Picture study. Study the picture, page 70.

2. The Reading Lesson. Read pages 70 and 71.

3. Phonics.

(*a*) Study the foot lists, page 71.

thick	thing	thank
thin	think	thought
th	th	th

song strong long dong ong

(*b*) Word building:

three	throw	thill	thump	tongs	belong
threw	thaw	thug	thunder	prongs	thong

Phonograms developed: *th, ong.*

(*c*) Enunciation. *Th* has two sounds, one with breath, one with voice. For both sounds the position is the same — tip of tongue between teeth. *Th* is a continuous, not an explosive sound. If the children say *d* for *th*, have them prolong the sound. If they say *breath th* for *voice th*, practice them in *humming* while they make the sound.

Some children substitute *f* or *v* for *th*. To remedy this defect hold down the under lip so as to expose the lower teeth; then tell the child to bite the tip of his tongue and blow. Repeat until the correct utterance is secured. Then practice upon *this, thin, think, thank, these, them,* etc.

(*d*) Seat work. Word building with familiar phonograms.

LESSON 37. FIRST READER, PAGES 72, 73

JUMBO'S TRUNK (*Continued*)

1. Preparation.

(*a*) Words containing known phonic elements only: *feet, bēgan, himself, best, smell, thirsty, keeper.*

(*b*) Sight word: *use.*

(*c*) Word problems: *mouse, mouth.*

(*d*) Picture study. Study the picture, page 72.

2. The Reading Lesson. Read pages 72 and 73.

3. Review. Read the piece through from the beginning.

4. Phonics.

(*a*) Study the foot list, page 73.

well tell bell smell

(*b*) Word building:

think	thank	trunk
drink	drank	drunk
sink	sank	sunk
link	lank	bunk
chink	plank	chunk
wink	crank	plunk
ink	ank	unk

Phonograms developed: *ank, unk.*

(*c*) Seat work. Word building with familiar phonograms.

LESSON 38. FIRST READER, PAGES 74, 75

One Good Trick

1. Preparation.

(*a*) Words containing known phonic elements only: *hear, safe, hundred.*

(*b*) Picture study. Study the pictures on pages 74 and 75.

2. The Reading Lesson. Read pages 74 and 75. This selection furnishes an excellent opportunity for training in expression. Let the teacher make the most of the opportunity.

3. Dramatization. Let the children dramatize the

story. Mrs. Cat may just "pretend" that she has climbed a tree.

4. Phonics.

(*a*) Word building:

tail	hear	feed	goat
nail	near	need	boat
fail	fear	bleed	bloat
sail	clear	greed	groat

Phonogram developed: *ai.*

From the above examples develop the rule: When two girl letters (vowels) stand together, only the first one speaks to us. The second one does not speak to us but she tells the first to say her name.

But this is not always so. Sometimes the first girl doesn't mind what the second one says. She doesn't want to say her name, so she says something else. E.g. *bread, feather, ready.* When this happens we just have to learn what the letters say or find out what the word is from the meaning. (Apply the above rule wherever possible; the exceptions are really not very numerous.)

(*b*) Seat work. Build words with *ai, ea, oa,* as bases.

5. Phrase Drill.

WHO SAID IT?

Please come as quickly as you can.
I must go in my automobile.
Please pay my bill.
I just had to hurt her.
Now listen, now hark.
That is not a rat.
O come right in.

I spy tracks.
I will catch her in a bag.
I have to work.
Come, sisters.
Who are you and where are you going?

LESSON 39. FIRST READER, PAGE 76

Fanny's Doves

1. Preparation.

(*a*) Words containing only known phonic elements: *around, flutter, cream.*

(*b*) Word problems: *dove, quite.*

love dove	quick quite

(*c*) Picture study and conversation. Talk about doves (or tame pigeons), where they live, what they eat, what they say, how they sometimes carry letters. Teach the names (all phonic), read the piece through to the children several times. The rhythm is new to them and should be brought out clearly. Let the best readers read the whole piece, after them the others.

2. Rhyme Study. Let the children memorize and repeat the rhyme.

3. Phonics.

(*a*) Study the foot lists on page 76.

down	cream	polite	flutter
brown	dream	quite	butter

(*b*) Seat work. Word building with familiar phonograms.

LESSON 40. FIRST READER, PAGE 77

Formal Phonics, *C, K, Ub*

(*a*) Treat the material on this page as directed in previous similar lessons.

(*b*) Word building:

rabbit	web	bib	Bob	cub
dab	pebble	fib	cob	rub
stab	Deb	rib	snob	stub
slab	Webster	crib	slobber	grub
grab	treble	nib	mob	scrub

bad	bed	bid	body	bud
shad	shed	slid	shod	mud

(*c*) Enunciation.

Note that *k* is a whispered sound like *t* and *p*. Keep the tip of the tongue low and keep it still.

(*d*) Seat work. Word building with familiar phonograms.

LESSON 41. FIRST READER, PAGE 78

Making the Garden

1. Preparation.

(*a*) Words containing known phonic elements only: *bean, beet, rake, spade, spaded.*

(*b*) Picture study and conversation.

In the conversation about the picture bring up the new names and place them upon the board. Let the children find them in the text. Lead the children to notice and name the tools.

Edward Hazel Miriam Ellen Jamie

2. The Reading Lesson. Read page 78.

3. Phonics.

(*a*) Word building.

quack	queer	quite	quail
quid	queen	quick	quake
quit	quill	quilt	qu

Phonogram developed: *qu* (pronounced *koo* — not prolonged).

(*b*) Seat work. Word building with familiar phonograms.

LESSON 42. FIRST READER, PAGE 80

At the Seaside

1. Preparation.

(*a*) Words containing known phonic elements only: *wooden, empty, sea.*

(*b*) Picture study. Use the picture as a basis for a language lesson.

"How many children have ever been at the seaside? What did you do there?" etc.

2. Rhyme Study. Study, read and memorize the rhyme as directed in previous lessons.

3. Phonics. (*a*) Study the foot lists on page 80.

hid	give	wood
hidden	given	wooden

(*b*) From the pairs given below develop the series:

id	ill	ick	in	im	it
ide	ile	ike	ine	ime	ite

hid	mill	lick	pin	Tim	bit
hide	mile	like	pine	time	bite

(*c*) Word building:

wide	ripe	lime	brine	wine
file	pile	pride	tribe	smile
white	ride	life	spike	slime

Phonograms developed: *ile, ike, ine, ime.*

Drill on the function of final *e* silent.

(*c*) Seat work.

at am en it ot

From these phonograms, by the use of *e* and *a* and other familiar phonograms, let the children build words in which the "girl" letters say their names (*late, name, seen, meat, bite, note,* etc.).

LESSON 43. FIRST READER, PAGE 81

Don't You Think You Ought to Help?

1. Preparation.

(*a*) Words containing known phonic elements only: *ought, mind, tall, weak.*

(*b*) Word study. Study the foot lists on page 81.

young	younger	youngest
strong	stronger	strongest

Have the children pick out all the "est" words. Practice upon these words till they slip off the children's tongues easily.

2. Rhyme Study. Study the rhyme. It will add greatly to the interest of the children if the teacher will draw a "Goop" on the board. They are extremely easy to draw and very amusing to children. Do not have the rhyme read aloud until the children are familiar with the thought and the language. Then let some of the brighter children read the whole selection aloud; after them the others. Suggest to the children that they learn the piece by heart; do not *make* them learn it. The next day invite them to recite it. Return to it every few days for the rest of the term. Many teachers find the "Goop" books useful for disciplinary purposes and make "Goop" a household word in their classrooms.

3. Phonics.

(*a*) Word building: (Preparatory for the next lesson.)

moon	coop	nice	trace	lace	bite
loon	Goop	rice	grace	place	polite
loop	stoop	race	disgrace	pace	head
sloop	troop	face	brace	space	instead

Phonograms developed: *oop, ace.*

(*b*) Enunciation. Correction of speech defects: Do not let the children say *strong er*. See that they pronounce the *n* like *ng* and the *g* hard. So in all similar words.

(*c*) Seat work. Word building with familiar phonograms.

LESSON 44. FIRST READER, PAGE 82

GOOP! GOOP! GOOP!

1. Rhyme Study. For treatment of this rhyme see lesson 42. Teach the new words with the rhyme.

2. Phonics.

(*a*) Study the foot lists on page 82.

I. *Taking Apart.*

go	bag	big	dog	dug
g o	b ag	b ig	d og	d ug

II. *Putting Together*

ay	ag	ig	og	ug
gay	hag	dig	fog	bug

rag	leg	rig	bog	hug
drag	peg	fig	log	mug
brag	keg	brig	clog	lug
stag	beg	prig	flog	plug
swag	dregs	sprig	frog	slug

Phonograms developed: *ag, eg, ig, og.*

Call attention to the sounds of the short vowels.

(*c*) Enunciation.

NOTE. — The sound of *o* in *dog, across, cost* and similar words is not quite the sound of *o* in *not, odd.* It lies between *aw* and *o* (in *obey*). In pronouncing *dog,* therefore, avoid *dawg* and *dahg.* So with *across* and *cost.* (See Webster's International Dictionary.)

(*d*) Seat work. Build words with familiar phonograms.

LESSON 45. FIRST READER, PAGE 83

OUR HELPERS

1. Preparation.

(*a*) Words containing known phonic elements only: *post, letter, street.*

(*b*) *policeman.* Written thus, this word will cause no trouble. If children pronounce it with a long *i* they will readily see their mistake and correct it. For the sound of the *o* refer to *polite.* (Lesson 44.)

2. The Reading Lesson. Let the children work

through the page silently, answering aloud the questions asked. Then let one child read the questions and call upon others to read the answers.

After the reading, let the children discuss the question, "Who are our helpers?" Bring out the point, which may be new to the children — but not entirely new after "Who brings the milk?" (See Primer, page 65) — that a good many people are doing things for us every day.

3. Phonics.

(*a*) Drill on the short vowels.

had	bed	lid	got	but
bad	bet	hid	hot	bud
bat	let	hit	spot	cud
rat	get	sit	shot	mud

Read by columns for drill on the short sound of each vowel.

Read by lines that the children may become familiar with the different sounds of these short vowels. This drill should be repeated at frequent intervals.

(*b*) Seat work. Build words with familiar phonograms.

LESSON 46. FIRST READER, PAGE 84

Letters

1. Preparation. Let the children study the picture. "What is that man giving to the girl? What is the girl's name? (Find it in the rhyme.) Who are those people

looking out of the window? How many letters are for papa? (rhyme) How many for mamma? (rhyme) How many for Lou? How many is that in all? Who doesn't get any letters? What time is it?"

2. The Reading Lesson. Let the children study the rhyme and then read it. Encourage them to memorize it. It is very easy.

3. Phonics.

(*a*) Study the foot lists.

know	better	clock	block
knock	letter	flock	frock

(*b*) Study this series.

lack	speck	lick	lock	luck
rack	peck	rick	rock	tuck
stack	neck	pick	clock	cluck
crack	deck	click	block	truck
ack	eck	ick	ock	uck

Read by columns and by lines. Call attention to the short vowels.

(*c*) Seat work. Build words with the phonograms *ack, eck, ick, ock, uck.*

LESSON 47. FIRST READER, PAGES 85, 86

The Fire

1. The Reading Lesson. Call attention briefly to the picture; then attack the reading directly. Let the children study silently three or four of the sentences and signify their readiness to read by standing. Then let them read the sentences prepared. Read the lesson through in this manner.

Let the children get the new words from the context. If they experience any difficulty with a word, tell them what the word is. Let the reading progress as rapidly as is consistent with good work. If they say *engīne* for *engĭne*, tell them that people used to call it *engīne*, but now we say *engĭne*.

2. Story-Telling. Talk over the story with the children. Lead them to see that what they have read is said by some boy who really saw the fire. Then let them retell the story in their own words, just as the boy who saw it might tell it. "Once I saw a fire engine," etc.

3. Phonics.

(*a*) From *house*, *out*, *ground*, etc., develop *ou*.

From *how*, *cow*, *now*, etc., develop *ow*.

Call attention to the identity of sound.

(*b*) Word building. Build words with these new phonic elements.

out	bounce	mount	bow	owl
ouch	pounce	loud	brow	fowl
pouch	pound	proud	brown	howl
slouch	sound	cloud	town	growl
couch	south	sour	down	prowl
grouch	mouth	our	drown	town

(*c*) Enunciation. Let the children observe that *ow* has two pronunciations, as in *snow* and as in *now*. How are we to know when to use the one and when to use the other? In two ways: (1) The word doesn't sound right if we use the wrong sound; and (2) it doesn't make the right sense. For example, in the sentence "I know you," if we pronounce the *know* like *now*, it doesn't sound right or make sense. Grown people learn to tell which sound to use by finding which sound fits best. That is just what children must learn, too.

LESSON 48. FIRST READER, PAGES 88, 89

Tim and Spot at the Blacksmith's Shop

1. Preparation.

(*a*) Thought development. (Before beginning this lesson note that pages 88, 89, 90, 91, and 92 form a lesson unit. Make your preparation accordingly.)

Be sure that the children understand just what the blacksmith does and why he does it. The best way to do this is to take them to a blacksmith's shop; or if this is not feasible, recall previous visits. If none of the children

have ever visited a blacksmith's shop, use the pictures and do the best you can. The pony has to be shod because he has horn-like hoofs which will break when he walks or runs over hard stones or pavements. If his hoofs break he will go lame. To prevent this the blacksmith puts iron shoes on his feet. Show a horseshoe. Look at the picture. "What is that boy's name? (Text, page 89.) What is the pony's name? (Text, page 88.) What has Tim brought Spot to the blacksmith's shop for." Place on the blackboard:

Shoe the old horse,
Shoe the old mare,
But let the little colt go bare.

Let the children read this rhyme; it contains three of the new words. No further preparation for the new words will be necessary.

2. The Reading Lesson. Read pages 88 and 89 in dialogue form.

3. Phonics.

(*a*) Study the word lists on pages 88 and 89.

(88)

can	man	fan	ran	ă
bad	nag	black	thank	ă

(89)

dig	fig	big	pig	ĭ
in	it	him	hill	ĭ
sleepy	silky	dolly	pony	y̆

Note that y̆ = ĭ.

bare	fare	pare	stare
care	hare	spare	share
dare	mare	rare	ware

Phonogram developed: *ă, ĭ, ŭ are.*

4. Dramatization. Act the scene between Tim and the blacksmith. A chair may serve for the pony. See that the reluctance of the blacksmith to shoe the 'pony' is brought out in his intonation: "Shoe a little nag like him? Why, he is only a colt!"

LESSON 49. FIRST READER, PAGES 90, 91

How the Blacksmith Shoes the Pony

1. Preparation.

(*a*) Thought development. Show the horseshoe again. Note the calks and the nail holes. "What are they for?" Note also its shape. "How does the blacksmith make it fit?" Study the picture. Note that the blacksmith's assistant is holding a bar of iron in the fire. "What makes the fire blaze up so?" Put *bellows* on the blackboard. "When the iron is red-hot, what does he do?" etc., etc. Note that this lesson describes exactly what the blacksmith does. Note the four couplets which imitate the sounds he makes and the sounds of the pony hoofs. Put these on the board, and as you come to them, study them

until the children can read them. If they seem difficult, the teacher may read them or they may be omitted.

(*b*) Word development. The new words in this lesson should need no special preparation.

2. The Reading Lesson. Read pages 90 and 91. This scene may be dramatized at the discretion of the teacher.

3. Rhyme Study. Read the rhyme on page 92. Treat this rhyme as a tail piece to "How the Blacksmith Shoes the Pony." Tim and Spot are on their way home. Spot has new shoes on and he feels frisky. Note that *whoa* rhymes with *go*. Do not *make* the children memorize this rhyme. Many of them will probably do so without compulsion. From time to time let those who know it recite it.

4. Phonics.

(*a*) Word building. Phonograms developed: Silent *b* and silent *k*.

lamb	dumb	know	knew
limb	thumb	knife	knot
climb	crumb	knee	knit

(*b*) Seat work. Word building with familiar phonograms.

LESSON 50. FIRST READER, PAGES 93, 94

Going to Grandmother's

1. Preparation.

(*a*) Word building and Word problems: *country, through, sleigh.*

country	through	neighbor sleigh

(*b*) Words containing known phonic elements only: *boat, merry, aboard.*

(*c*) Sight words: (context) *jingle, hurrah.*

(*d*) Thought development. Sing or read "Over the River and Through the Wood." For the words see Horace Mann Second Reader, page 71. For the music see almost any of the song books used in school.

Let any of the children who have ever made a journey, either from the city to the country or from the country to the city, recall and talk over their experiences. Hold them to an orderly sequence of events; the ride on the trolley car; on the steam cars or boat; on a country stage, wagon or sleigh, or the reverse. Study the picture.

2. The Reading Lesson. Read pages 93 and 94.

3. Phonics.

(*a*) Study the foot list on page 94

Jack Jill jingle ja June J j

(*b*) Word building:

boat	sleigh	jingle	dingle	merry
float	weigh	single	mingle	berry
throat	weight	tingle	shingle	cherry

Phonograms developed: *eigh, ingle, erry, J.*

(*c*) Seat work. Word building with familiar phonograms.

LESSON 51. FIRST READER, PAGES 95, 99

The Teeny-Tiny Boy and the Bird's Egg

1. Preparation. Thought development. Study the four pictures. Let the children find out from the text and the pictures where the little boy went, what he did, what happened when he was in bed, and what he did with the egg at last.

2. The Reading Lesson. Let the children read the story. If they are troubled by any of the new words give them the word and let them read on. See that they identify in the pictures all the objects mentioned in the text, not omitting the brook.

3. Dramatization. Dramatize the story. Let the children improvise their own arrangements. A couple of chairs may be made to serve for a bed, and a boy hidden under the teacher's desk may cry out in a sepulchral voice, "Bring back," etc.

4. Phonics.

(*a*) Word building: (Review.)

gate	gave	sweep	rest	new	when
slate	wave	swell	nest	flew	what
state	brave	swing	west	threw	where

(*b*) Seat work. Word building with familiar phonograms.

LESSON 52. FIRST READER, PAGE 100

Singing

1. Rhyme Study. Study, read and memorize the rhyme as directed in previous lessons. Note the inversion in line 1 and be sure that the children understand that the "Birdie sings of speckled eggs and nests."

2. Phonics.

(*a*) From *fox, box, ox,* develop *x.*

(*b*) Word building:

ax	Rex	six	fox	
tax	next	mix	rocks	ducks
tacks	pecks	licks	clocks	clacks
sacks	decks	bricks	blocks	trucks

Lead the children to observe that *x* equals *cks.*

Phonograms developed: *x* and *cks.*

Build words with *ang, eng, ing, ong, ung.*

hanging length singing longing, hunger, etc.

Train the children, if necessary, to avoid the addition of superfluous *g* or *k* in these words, e.g., *singking, singging,* or *singkingk.*

To counteract this tendency some or all of the following exercises will be useful:

(*a*) Prolong the sound indefinitely; (*b*) keep the vocal organs in the *same* position from beginning to the end of the *ng* sound; (*c*) avoid the explosive sound of *k* or *g*; (*d*) practice sounding words containing *ng;* (*e*) practice reading passages containing such words; (*f*) practice using such words in oral speech; (*g*) practice adding *k* to *ang, ing,* etc.; (*h*) practice dropping *k, g,* from *ank, ink, ang-g,* etc.

LESSON 53. FIRST READER, PAGE 101

The Swing

1. Rhyme Study. Prepare carefully before reading, for ideas (mental pictures), words and phrases. Do not call for the oral reading of a stanza till the children are prepared to read rhythmically. At first each line may be phrased thus:

How do you like to go up in a swing,
Up in the air so blue?
Oh I do think it the pleasantest thing
Ever a child can do!

Each phrase should be delivered with one impulse of the voice and as a unit.

Work on this poem may be continued during the reading of the prose pieces on pages 110, 141.

2. Phonics.

(*a*) Study the foot lists.

side	down	swing	wink
wide	brown	swell	think

(*b*) Word building:

very	vat	van	verb	vine	gave	ever
voice	vex	vane	verse	vote	save	never
visit	vest	vine	violin	violet	brave	seven
v	vast	veal	velvet	vowel	slave	eleven

Phonogram developed: *v*.

LESSON 54. FIRST READER, PAGES 102, 103

More Telegrams

1. The Reading Lesson. Read pages 102 and 103. For treatment of this lesson see Lesson 30.

2. Phonics.

(*a*) Study the foot lists.

(102)

not	hot	pot	got	ŏ
fox	hop	on	drop	ŏ

us	cut		cub	tub	ŭ
use	cute		cube	tube	ū
very	voice		visit	vail	v
have	give		alive	five	v
box	fox		ox	six	x
quick	quite		quack	quill	q
year	yap		yet	yell	y
sizzle	dizzy		buzz	fuzz	z

Phonograms developed: *ŏ, ŭ, ū, q, y, z.*

(*b*) Word building:

yard	year	yak	hub	stub
yarn	yelp	yes	rub	nut
yawn	yoke	yeast	club	shut

LESSON 55. FIRST READER, PAGE 104

My Shadow

1. Preparation. Let the children talk about shadows. "When do we see them? Are they always the same size? What makes them?" etc. Study the picture. See that the children notice the candle. "Why is it placed just so? (There is a shadow game in which I see if I cannot tag your shadow with my shadow; and you try to tag my shadow with your shadow.)"

2. The Reading Lesson. Study, read and memorize poem as directed in previous lesson.

3. Phonics.

lazy	blaze	haze	crazy	doze
easy	please	ways	rosy	those

See that the children understand that the two boy letters *s* and *z* often say the same thing.

Phonogram developed: *s* (= *z*).

(*b*) Seat work. Word building with familiar phonograms.

LESSON 56. FIRST READER, PAGE 105

Three Merry Sailors

1. The Reading Lesson. Let the children work through this rhyme silently and then read it without further preparation.

2. Phonics.

(*a*) Word building:

saw	law	fawn	across	toss	moss	cost	tailor
raw	lawn	dawn	cross	loss	boss	lost	sailor
claw	yawn	drawn	Ross	floss	dross	frost	

Phonograms developed: *oss* and *ost*.

(*b*) Enunciation. For the sound of *o* in *across* and in *cost*, see Lesson 44.

(*c*) Seat work. Word building with familiar phonograms.

(*d*) Alphabet study. Using the pictured alphabet on

page 143, drill the children upon the names of the letters. Continue this drill until the letter names are firmly fixed in the children's minds in their proper order.

LESSON 57. FIRST READER, PAGES 106, 107, 108, 109

This is the Great Lion

1. **The Reading Lesson.** This is a review lesson. Let the children read it at sight. In its context the word *animals* will cause no trouble. For *toss* see Phonics, Lesson 56. As the sections are read recall the pieces in the Primer and the First Reader to which they refer.

After the reading, the piece may be dramatized. Let the children who assume various characters stand in line according to the sequence of parts. Then let them read or repeat their parts while each one performs some act corresponding to the text.

2. **Phonics.** Word building:

mass	mess	miss	moss	muss
class	Bess	hiss	floss	fuss
last	lest	list	lost	gust
fast	rest	mist	cost	dust
cast	best	fist	frost	must

hairy	bark	mouse	caught	milk	farmer
fairy	lark	house	taught	silk	charmer

Phonograms developed: *ass, iss, uss, ist, ust.*

LESSON 58. FIRST READER, PAGES 110–112

Who Threw the Cocoanut?

1. Preparation.

(*a*) Picture study. Study the picture. Lead the children to note the tree, the monkey, the cocoanut, the children and what they have, the teacher and the rod.

This is a story that has come to us from the other side of the world (Zanzibar, East Africa), far across the great ocean. "Is it warm or cold there?" "Yes, it is warm. So they have their schools out of doors under the trees. (The people in the picture are not negroes, but Arabs.)" It is easy to see what happens to the poor old teacher. "Let us find out what the story says about it."

(*b*) Let the children get the new words from the picture and the text. The nut is plainly a *cocoanut.*

2. The Reading Lesson. Let the children study each paragraph silently and then read it. Read the lesson through.

3. Dramatization. This piece may easily be dramatized, omitting expressions like, "But the wind said," and substituting expressions like, "Wall, did you throw the cocoanut?" The children will readily understand that the characters in this story are not arranged accidentally, but in a series, each one having some power over the preceding, as in the familiar cumulative stories, "The house that Jack built," "The Kid," etc.

4. Rhyme Study.

Mr. Frog

Read, sing and memorize the Kindergarten rhyme on page 112. See that the children appreciate the fun — the joke — in this rhyme. For music see "*Small Songs for Small Singers,*" G. Schirmer.

5. Phonics.

(*a*) Word building:

gnaw	taught	burn	telephone	fire
gnat	caught	turn	elephant	mire
gnash	naughty	churn		wire

ask	throw	frighten
task	threw	lighten
mask	three	brighten

Phonograms developed: *g* (silent), *ph* (= *f*).

(*b*) Seat work. Word building with familiar phonograms.

LESSON 59. FIRST READER, PAGES 113–118

Peto and Pedro

1. Preparation.

(*a*) *Note to the teacher.* This folk tale is a French "Old Woman and her Pig," which has been told to the children of Lorraine for generations. The names in the original are Poutin and Poutot. This story differs from the English version in the ending, which is tragic. But the tragedy might have been expected. To make an unreasonable

demand, calling in a wolf to enforce it; and then, when the wolf and all the rest (except the butcher) have conscientious scruples (which are greatly to their credit), to drive them to the deed by a whole train of causes, — this is to invite tragedy, not only for the wrongdoer, but for his innocent associate; who, by the way, was not entirely above criticism: for why should any one regulate his eating (or his accumulations) by his neighbor's, rather than 'by the needs of his nature?'

(*b*) Study the picture. Lead the children to note the different expressions on the faces of the boys and the wolf, — the one boy speaking earnestly to the wolf, the wolf listening attentively and the other boy manifestly scared. The children's curiosity will be aroused; they will want to know what it is all about. "Let us read the story and see."

2. The Reading Lesson. Let the children read the different sections silently and then aloud.

3. Dramatization. Let the children dramatize the story as directed in previous lessons.

4. Phonics.

(*a*) Word building:

this these	that those	their them	mother father	than then

there though	rather lather	feather weather

For instructions as to the method of correcting the faulty enunciation of *th*, see Part II, 16, 5, and Part III, 36, 3.

Phonogram developed: *th* (voiced) as in *this.*

(*b*) Practice on the two sounds of *th.*

breath	bath	thus	that	then	those
breathe	bathe	both	thank	think	thin

(*c*) Seat work. Word building with familiar phonograms.

LESSON 60. FIRST READER, PAGES 119–124

The Lady Bird and the Fly

1. Preparation.

(*a*) *Note to the teacher.* This tale begins and ends with tragedy, and is tragic all through, — a fact which does not hinder, and probably explains, its being a general favorite with children. In contrast with most other folk tales, the actors act of their own accord, through sympathy and not by compulsion. If the actions are not always appropriate to the case, they are at least characteristic of the actors.

(*b*) Let the children work out the new words phonically or get them from the context as they are needed.

2. The Reading Lesson. Read at sight pages 119–124.

3. Dramatization. This story may be dramatized at the discretion of the teacher. For directions see previous lessons.

4. Rhyme Study.

The Wise Old Owl

Read, sing and memorize. See that the children get the point of the joke. For music see "*Small Songs for Small Singers,*" by G. Schirmer.

5. Phonics.

(*a*) Word building:

catch	etch	itch	notch	Dutch
latch	fetch	witch	botch	clutch
match	stretch	switch	crotch	hutch

Phonograms developed: *atch, etch, itch, otch, utch.*

(*b*) Seat work. Word building with familiar phonograms.

LESSON 61. FIRST READER, PAGES 125–135

The Pancake

1. The Reading Lesson. Read at sight.

2. Dramatization. This story may be dramatized in the discretion of the teacher. For directions see previous lessons.

3. Phonics.

(*a*) Word building:

stove	cove					
rove	clove	cry	dry	try	shy	ply
drove	throve	cried	dried	tried	shied	plied

Phonograms developed: *ove, ied.*

Call attention to the change of *y* to *i*.

(*b*) Begin the study of the "phonic chart," pages 147–149.

LESSON 62. FIRST READER, PAGE 137

Mr. Snow and His Wife

1. **Rhyme Study.** Study, read, sing, and memorize this rhyme as directed in previous lessons. For music see "*Song Series,*" *Book One,* A. S. Barnes and Co.

2. **Phonics.**

(*a*) Word building:

guess guest	guide guild	guard guilty	guilt guitar

Phonogram developed: *gu.*

(*b*) Continue the study of the "phonic chart."

LESSON 63. FIRST READER, PAGES 138–142

Chanticleer

1. **The Reading Lesson.** Read the story at sight.

2. **Dramatization.** This story may be dramatized at the discretion of the teacher. See previous lessons.

3. **Phonics.**

(*a*) Word building:

squirrel	squeeze	squat	squad
squirm	squeak	square	squash
squirt	squeal	squall	squaw

Phonogram developed: *squ.*

(*b*) Continue the study of the "phonic chart."

PHONIC ELEMENTS IN THE ORDER OF THEIR DEVELOPMENT

Part III

1. Phonic Review.
2. ess.
3. ade, ug.
4. ane.
5. ick, ack, st, op.
6. ide.
8. oll, olly.
9. sh, ake, ook, eep.
10. wh, bl.
11. um, ump, ble, umble.
12. ur, urn, oke.
13. ch, ark, ame, ot.
14. aw, awl.
15. The names of the vowels.
16. The function of final *e* silent.
17. r, ed, un, ain, ing, br, tr.
18. ast, eck.
19. est.
20. sn, ip, ap.
22. d, on, ond, end, und, dr.
23. ē, ee.
24. ā.
25. cr.
26. ash.
27. ō.

an	en	in	on	un
at	et	it	ot	ut
ad	ed	id	od	ud
ap	ep	ip	op	up
ack	eck	ick	ock	uck
am	em	im	om	um
amp	emp	imp	omp	ump

28. w, ink, ould, ī, ȳ.
29. y, ly, ose, ance.
30. n, ice, ew.
31. ore, ea.
32. sp, sl, sk, uff.
33. ĕ, ir, g, gr.
34. er, oa.
35. ed (= d), or.
36. th (voiceless), ong.
37. ank, unk.
38. ai.
40. c, k, ub.

41. qu.
42. ile, ike, ine, ime.
43. oop, ace.
44. ag, eg, ig, og.
45. Drill on the short vowels.
47. ou, ow.
48. ă, ĭ, ŷ, are.
49. Silent b, silent k.
50. eigh, ingle, erry, j.
51. Review.
52. x, cks.
53. v.
54. ŏ, ŭ, ū, q, y, z.
55. s (= z).
56. oss, ost.
57. ass, iss, uss, ist, est, ust.
58. g (silent), ph (= f).
59. th (voiced).
60. atch, otch, itch, etch, utch.
61. ōve, ied.
62. gu.
63. squ.

PHONIC ELEMENTS IN ALPHABETICAL ORDER AND THE LESSONS IN WHICH THEY OCCUR

Part III

ā (24)
ă (48)
ace (43)
ack (5)
ad (27)
ade (3)
ag (44)
ai (38)
ain (17)
ake (9)
ame (13)
amp (27)
an (17)
ance (29)
ane (4)
ank (37)
ap (20)
are (48)
ark (13)
ash (26)
ass (57)
ast (18)
atch (60)
aw (14)
awl (14)

b (silent) (49)
bl (10)
ble (11)
br (17)

c (40)
ch (13)
cks (52)
cr (25)

d (22)
dr (22)

e (final) (16)
ē (23)
ĕ (33)
ea (31)
eck (18)
ed (17)
ed (= d) (35)
ee (23)
eep (9)
eg (44)
eigh (50)
em (27)
emp (27)
en (27)
end (22)
ep (27)
er (34)
erry (50)
ess (2)
est (19)
et (27)
etch (60)
ew (30)

g (33)
g (silent) (58)
gr (33)
gu (62)

ĭ (28)
ĭ (48)
ice (30)
ick (5)
id (27)
ide (6)
ied (61)
ig (44)
ike (42)
ile (42)
im (27)
ime (42)
imp (27)
ine (42)
ing (17)
ingle (50)

ink (28)
ip (20)
ir (33)
iss (57)
ist (57)
itch (60)

j (50)

k (40)
k (silent) (49)

ly (29)

n (30)

ō (27)
ŏ (54)
oa (34)
ock (27)
od (27)
og (44)
oke (12)
oll (8)
olly (8)
om (27)
omp (27)
on (22)
ond (22)
ong (36)
ook (9)
oop (43)
op (5)
or (35)
ore (31)
ose (29)
oss (56)
ost (56)
ot (13)
otch (60)
ou (47)
ould (28)
ōve (61)
ow (47)

ph (= f) (58)

q (54)
qu (41)

r (17)

s (= z) (55)
sh (9)
sk (32)
sl (32)
sn (20)
sp (32)
squ (63)
st (5)

th (36)
th (voiced) (59)
tr (17)

ū (54)
ŭ (54)
ub (40)
uck (27)
ud (27)
uff (32)
ug (3)
um (11)
umble (11)
ump (11)
un (17)
und (22)
unk (37)
ur (12)
urn (12)
uss (57)
ust (57)
ut (27)
utch (60)

v (53)

w (28)
wh (10)

x (52)

ȳ (28)
y (final) (29)
y (54)
ȳ (48)

z (54)

INDEX

Adjustment, xxvii.
Approach, ways of; telling a story, playing a game, learning a rhyme, studying a picture, without special preparation, motivation, knowledge, interest, xx; curiosity, "reading to learn" vs. "learning to read," xxi.
Association, fivefold, involved in the reading process, xxiii.

Bag drill, xxxix.
Balloon drill, xxxix.
Basket drill, xxxviii.
Blackboard lessons, preliminary: the result of conversation and questions, unity of, xxiv; relation to the lesson in the book, review, relation to preliminary blackboard lesson and book lesson, 41, etc.; devices, 16; reading from, 19, 23, 27, etc.
Blend, whisper blend, thought blend, 78, 79; how it may be made easy and natural, 89.
Boxing, xxxvii.

Carpenter, Baker, and Scott, *Teaching of English*, xlii.
Catching fish, xxxviii.
Chart lessons, 4; rhymes suited to, 14; devices, 16; method in, 17.
Chubb, *Teaching of English*, xlvi.
Clock drill, xxxviii.
Context reading, xxix, 108, 110; hard words, xxx; 162.

Development, thought and word, 19, 22, 55, 59, 67, 70, 85, 96.
Diacritical marks, lxi.
Dramatizing, value and limits, xxv; 31, 45, 66, 80, 209, 236.
Drill, not the main dependence in teaching, xiv; on phrasing, xxvii; habit and drill, xxxii; mere repetition, vivacity, variety, xxxiii; emulation, imagination, play, formal drills, constructive problems, xxxiv; 74; phrase drill, 124, 147. See word drills.

Ear training, xli, 8, 34, 44, 46, 49, 56, 57, 75.
Emulation, xxxiv.
Enunciation, distinction between whispered and voiced consonants, xlii; correction of errors, xliii; teaching to use the right organs, xliii; causes of faulty enunciation. See Speech Defects.
Expression, relation to imitation and to thought, xxv; 175.

Formal phonics, 88, 104, 118, 128, 145, 151, 153, 166.

Games, look and do, matching words, 9, 26; blind man, 24.
Grouping, word families, xlviii.
Group system, lxxii.

Hard words, xxx.
Hughes, *Teaching to Read*, xi, 84, 172, 182.

Imagination, xxxiv; 87, 181.
Incidental reading, xxii.
Independent reading, relation of phonics to, xvi.
Informal phonics, 76.
Interest, xv, xx, xxxvii.

Jones, *Teaching Children to Study*, lxxiii.

Labeling, directions for, value of, xxi; 8, 25, etc.
Ladder drill, xxxvii.
Laing, *Reading, a Manual for Teachers*, lxii.
Landon, *The Principles and Practice of Teaching and Class Management*, 79.

Memory, lix.
Method, supreme test of, xvii.
Methods of teaching, should not be one-sided, xii; should cover both thought and form, xiv; should be supplementary, xiv; should be organized, xvii; should fully exercise self-activity, xviii.
Methods of teaching to read, drill method, xiv; jingle method, xiv; phonic method, xvi; sight word method, xv; thought method, xv; problem method, xviii.

Oral reading, and silent reading, xxiii, xxxvi; expression, xxiv; phrasing, xxvi; excessive, xxxvi.
Organization of reading matter, sentences, lessons, stories; form vs. fitness, "sentence hash," xxvii.
Originality and imitation, vi.

Phonic elements in alphabetical order and the lessons in which they occur, 244.
Phonic elements in the order of their development, 243.
Phonics. Phonic method, value, limits, xvi; as master-key, xvii; distinctive features of system used in this book; gradual approach, rational attack, concurrent use of analysis and synthesis, habit formation a controlling factor, xl; ear training, xli; enunciation, xlii; breaking habits of faulty enunciation, xliii; causes of faulty enunciation — physical malformation, lack of control, failure to hear distinctly, imitation of poor models, xliv; retarding forces of environment, xlv; teacher's study of phonics, xlvii; table of consonant elements, xlviii; grouping, xlviii; words in words, xlix; informal phonics, xlix; word problems, word building, l; blending, li; formal phonics, lii; stories, tongue gymnastics, breaking up words, word groups, word families, liii; phonic series, liv; habit of attack, lv; objections answered, lvi; English not so unphonetic after all, lvii; adult-made difficulties, lviii; psychological argument, lix; diacritical marks, lxi; spelling, lxii; phonogram cards, lxiii; 181, 200; See Formal Phonics.
Phrasing, importance, ways of se-

curing, relation to questioning and to silent reading, xxvi.
Picture study, 19, 22, 55, 59.
Play, xxxiv.
Preparation, 184, 190.
Problem method: problems in recognition and in construction, xix; xxxv; word problems, 1; finding whole lines, 6; finding phrases, 7; word hunting, 10; laying sentences, 12.

Questions for silent reading, xxxvi; for phrasing, xxvii.

Reading by position, value, dangers, xxiii; 5.
Reading lesson, 209.
Results in English teaching, unsatisfactory, xii.
Rhyme study, 32, 37, 188.

Search, P. W., *An Ideal School*, lxxiii.
Seat work, laying sentences, etc., 12, 33, 35, 90, 120, 172.
Salmon, *The Art of Teaching*, 21.
Self-activity of the teacher, children, v; fundamental in teaching, xviii; applied in the problem method, xviii.
Script, 21.
Shearer, *The Grading of Schools*, lxxiii.
Silent reading, how it simplifies the problem, xxiii; typical form of, xxiv; relation to phrasing, drills and devices, xxxv; and doing, 24.
Simplification, through elimination in turn of thought recognition, word recognition, thought expression, xxiii.
Songs, how to teach, 6.
Speech defects, correction of: *Aw* (*saw'r*), 179; *B*, 153; *C*, 29; *Ch*, 178; *D*, 190; *F*, 88; *G*, 21; *H*, 145; *K*, 215; *L*, 128; *Ng* (*stronger*), 219; *Ng* (*singing*), 231; *O*, 220; *Ow*, 224; *P*, 151; *Qu*, 216; *R*, 31; *S and Sh*, 39; *Th*, 54, 211; *W*, 199; *Wh*, 52. See Phonics.
Spelling, lxii.
Story telling, for silent reading, xxxvi; for approach, xx; 55, 59, 70, 99, 204, 236.
Stepping stones drill, xxxviii.
Steps drill, xxxviii.
Substitutions, see Speech defects.
Supplementary reading, lxiv; books for, lxx.
Suzzallo, *Teacher's College Record*, xii.
Sweet, *Primer of Phonetics*, xlvii.

Taking the fort, xxxviii.
Thought and memory, lx.
Thought: "Let thought lead;" relation to memory, context reading, xxix; hard words, xxx; relation to habit, xxxii.
Tongue gymnastics, liii.

Variety in drill, xxxiii; devices for, xxxvii.
Vivacity in drill, xxxiii.

Waste, through needless resort to pure drill, xxxv.
Webster, *International Dictionary, guide to pronunciation*, xlvii.
Word building, lxiii; 98, 105, 121, 122, etc.
Word Cards, xxxvii, xxxix.
Word problems, 76, 83.
Word study, 37, 92.

PHONOGRAM CARDS

FOR USE WITH

THE HORACE MANN READERS

Designed for Rapid Phonic Drills and for Rapid Word Building

The object of these drills is to train pupils so that the sight of the phonogram will cause an immediate, correct, and automatic vocal response; while the word building will develop skill in uniting or "blending" readily and correctly the different phonic elements of which words are composed.

THE PRIMER SET

26 CARDS IN A STOUT MANILA ENVELOPE - - - - - - - - 25 CENTS

THE FIRST READER SET

115 CARDS IN PASTEBOARD CASE - - - - - - - - - - - - - $1.00

WORD-CARDS

FOR USE WITH

THE HORACE MANN PRIMER

Designed for Rapid Word-Drill or Flash Reading, and for Rapid Sentence Drills

The object of these word-drills is to secure instantaneous automatic word recognition with rapidity and promptness as the foundations of success; while the sentence drills, if properly conducted, will train pupils to grasp instantly the total meaning of groups of related words.

130 CARDS IN PASTEBOARD CASE - - - - - - - - - - - - - $1.25

LONGMANS, GREEN, & COMPANY, PUBLISHERS

FOURTH AVENUE & 30TH STREET, NEW YORK

To avoid fine, this book should be returned on
or before the date last stamped below

10M—9-39

428.42
H579
M Pt. 1

LIBRARY, SCHOOL OF EDUCATION, STANFORD

588460